DOCUMENT RESUME

ED 260 132 UD 023 727

TITLE Report on Three Years' Experimental Work Using Modified Time-Schedules for Native-Language Tuition at the Junior and Intermediate Levels of the Basic Compulsory School, and Recommendations for Measures to be Taken.

INSTITUTION National Swedish Board of Education, Stockholm.

PUB DATE 15 Sep 82

NOTE 124p.; For related documents, see UD 023 728, UD 024 174-176 and UD 024 240-243.

PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Bilingual Education; Educational Policy; Elementary Secondary Education; *Experimental Programs; *Foreign Countries; Government School Relationship; *Immigrants; *Native Language Instruction; *Program Effectiveness; Second Language Instruction; Swedish

IDENTIFIERS *Sweden

ABSTRACT

Experimental programs using modified schedules for native-language instruction of immigrant children in Swedish compulsory junior and intermediate schools are described and evaluated in this report. Following background information on school and immigrant statistics, regulations concerning grants, and a list of interim related reports, the report presents the findings on a number of aspects of the research. These include the offerings and organization of local programs, resource administration and allocation, financial considerations, the two organizational program models used, native-language instruction and bilingualism, objectives, enrollment, teachers and teaching materials, Swedish as a second language, teaching English, and dealing with social isolation. It is concluded that both organizational models further student development, that local districts should be allowed more flexibility to deal with their own particular needs, that parents should be provided with more information about opportunities available for minority-language students, and that school personnel need more training in knowledge about immigrants. Appendices contain discussions of the 1970 government decree concerning experimental native-language programs and of the relationship between primary and secondary languages, a description of how a school in a town with many Finnish immigrants tries to counteract social isolation, and the Central Bureau of Statistics' scale for measuring native-language students' proficiency in Swedish. (KH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED260132

UD023727

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Anna Hallonp
Swedish Nat. Bd. of Ed.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1982-09-15

1. BACKGROUND

1.1 Measures taken to assist immigrant pupils in the basic compulsory school - history and statistics

In 1966, government grants were for the first time appropriated to support tuition for "foreign and stateless pupils as well as Swedish children admitted from foreign schools". (Government Resolution dated 1966-06-16 on amendments in Order 1958:665 relating to government grants towards running costs for the general school system.) The regulations meant that, at most, six teacher-hours per week could be assigned to each group of pupils for study guidance in the mother tongues of the pupils and for tuition in Swedish as a subject. The aim of the remedial teaching was, according to the NBE's directives, "to give the pupils the best possible foundation for study in Swedish schools".

In the curriculum for 1969, tuition in native languages was included in the general regulations for the time schedules in the basic compulsory school. In the revised supplement to the curriculum dealing with the teaching of immigrant children and others (Lgr 69 II:Imm 1973-11-21) those children who had a right to native-language tuition were specified. All children from homes where a language other than Swedish was used as the regular means of communication within the family, could from now on, and with the approval of the local education board, choose tuition in their native language as a subject.

In the spring of 1975, the Parliament voted in favour of Government Bill 1975:26 which laid down the guidelines for the immigrant and minority group policy based on the principles of equality, freedom of choice and cooperation. On the basis of these immigrant-policy goals, the Government in spring 1976 decided on the guidelines for native-language tuition. In the bill relating to native-language tuition for immigrant children (Bill 1975/76:118 UbU Committee on Education 1975/76:33, rskr (parliamentary communication) 1975/76:391) the principles governing the teaching of pupils with a native language other than Swedish were adopted. The reform came into force in the school year 1977/78.

In spring 1977, the Parliament decided to make changes in the government grant regulations for native-language teaching and remedial teaching in Swedish and

for the instituting of appointments for native-language teachers (Bill 1976/66:22, UbU Committee on Education 1976/77:10, rskr (parliamentary communication 1976/77:111). Later the same spring, a decision on the training of native-language teachers was taken (Bill 1976/77:76, UbU (Committee on Education) 1976/77:29, rskr (parliamentary communication) 1976/77:333).

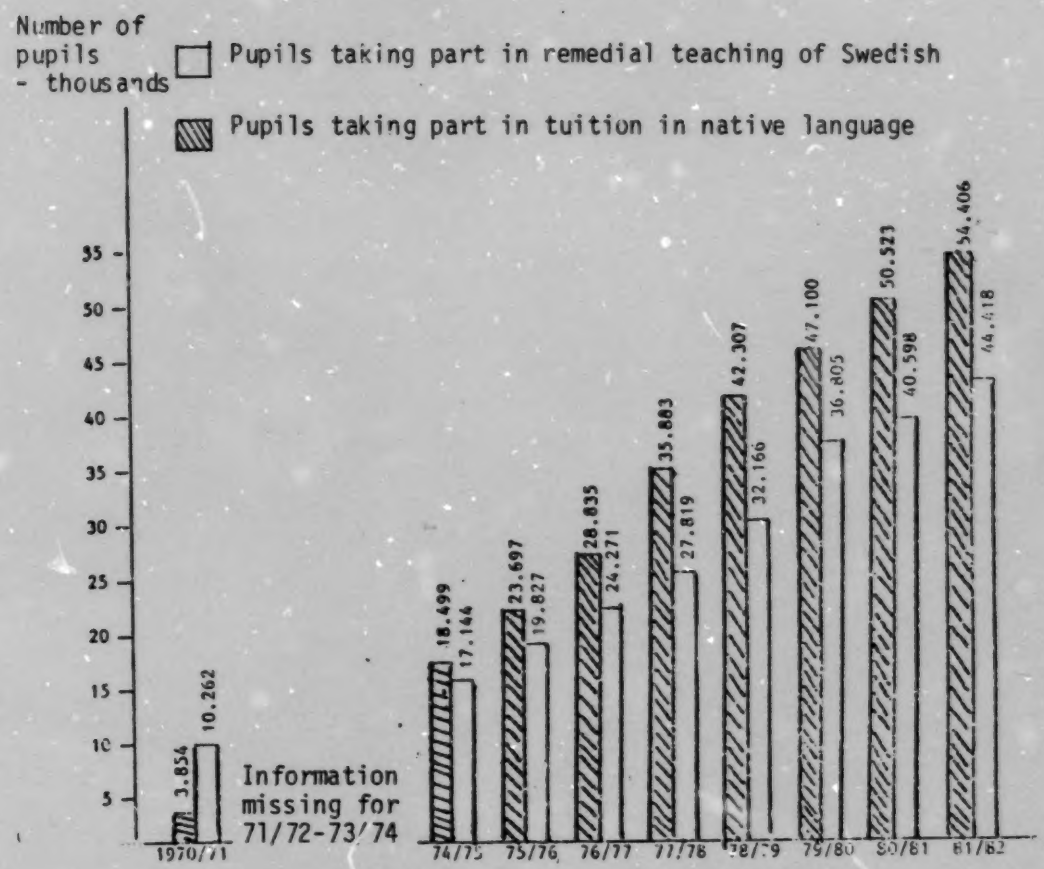
The definition of the first language of immigrant pupils has gradually changed. In the 1969 curriculum for the basic compulsory school, general section, there are regulations covering "the teaching of pupils with Finnish as a mother tongue (native language)": In the supplement to Lgr 69 on "Tuition for immigrant children and others", only the term "mother tongue" is used. In the revised curriculum supplement issued in 1973, the terms "native language" and "mother tongue" are used synonymously. In connection with the native language reform of 1977/78, it was decided that the expression "native language" was now to be the official definition of the immigrant pupil's first language. In Lgr 80 only the term "native language" is used.

From the beginning of the school year 1977/78, the municipalities were now to be responsible for arranging native-language tuition for those pupils who wished it. Municipalities that cannot arrange native-language tuition can be relieved of this responsibility by the County Education Board.

The number of teacher-hours per week (thpw) per pupil for native-language tuition and remedial teaching of Swedish respectively, can vary among different municipalities due, amongst other things, to the construction of the government grant regulations. By "native-language" tuition is meant tuition in the native language as well as study guidance using the native language as the means of communication.

Figure 1 shows how the number of pupils taking part in native-language and remedial teaching of Swedish respectively has increased during the period 1970/71 to 1981/82. Some pupils who receive study guidance only in the native language may be included in the number of pupils shown as taking part in remedial teaching of Swedish in 1970/71.
Figure 1 shows that the number of pupils taking part in tuition in native languages has increased more rapidly than the number of pupils taking part in support tuition in Swedish.

Figure 1: Number of pupils in the basic compulsory school taking part in tuition in a native language and remedial teaching of Swedish respectively. Developmnet during years 1970/71 - 1981/82.



Source: NBE special information P 1, 1972:1, CBS SMU 75:42, 6:44, 77:22, 78:26, 79:16, 80:17, 81:10, 82:17

Table 1. Number of teacher-hours per week, native-language tuition and support tuition in Swedish in basic compulsory school, school years 1979/71 - 1981/82

	1970/71	1971/72-1974/75	1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81	1981/82
Tuition in native language and study guidance in native language total			20 706	27 694	35 397	56 509	1)	60 032	66 162	67 979
Remedial teaching in Swedish, total			22 689	29 263	38 180	39 047	43 463	46 627	53 460	53 506
Grand total	16 013		43 395	56 957	73 577	95 556		106 959	119 642	121 485

The information in SMU 79:16 is unreliable.

Source: NBE special information P 1 1972:1, SMU 75:42, 76:44, 77:22, 78:26, 79:16, 80:17, 81:10, 82:17

Table 1 shows the changes in the volume (thpw) of native-language tuition and remedial teaching of Swedish. For the school year 1980/81 these forms of instruction comprise about 5,4% of all instruction in the basic compulsory school. As a result of the 1977/78 reform, tuition in native languages has increased greatly stated in terms of thpw.

The development of native-language tuition during the 70's can also be illustrated by the increase in the number of municipalities arranging tuition. During school year 1975/75, 163 municipalities arranged tuition in native languages. During the school year 1980/81, 259 of Sweden's 279 municipalities arranged such tuition. Native-language classes, preparatory classes with a common native language or composite classes were to be found in 61 municipalities in the school year 1980/81.

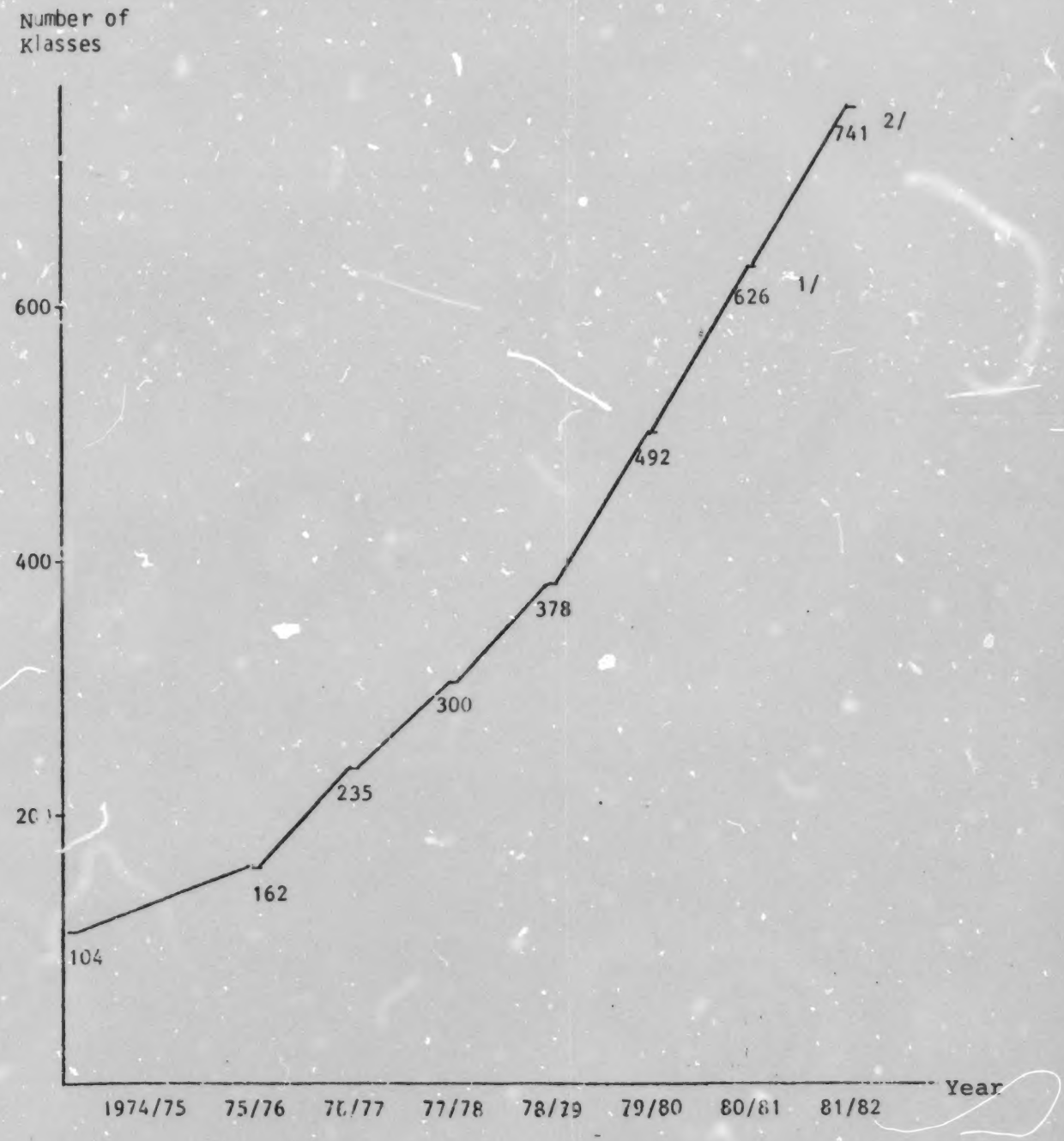
There were seven times as many native-language and preparatory classes in the school year 1981/82 as there were during the school year 1974/75 as can be seen from Figure 2. For school years 1979 up to and including 1981/82, the Government has approved experimental work with modified time schedules at the junior and intermediate levels of the basic compulsory school (see Appendix 1). Prior to 1979/80, native-language classes and other class arrangements requiring modified time schedules, could be arranged only upon Government permission.

1.2 NBE-project "Immigrant children in school and on the labour market"

The immigrants are a very heterogenous group. This is not only because they come from different countries. It is also because of the different lengths of time they have been in Sweden and the extent to which they use Swedish as a regular means of communication. Many "immigrant children" were born in Sweden. It is difficult to define the term "immigrant" in simple terms. In this report "immigrant pupil" is taken to mean a pupil who has some native language other than Swedish. By "native language pupil" is understood a pupil who takes part in native language tuition.

In order to obtain a clearer picture of the situation of the immigrant pupils when they leave the basic compulsory school, the Board of Education carried out,

Figure 2. Development of the number of native-language classes and the number of preparatory classes with a common native language, years 1974/75 - 1981/82



1/ Of which 542 were native-language classes

2/ Of which 600 were native-language classes

Source: SMU 75:42, 76:44, 77:22, 78:26, 79:16, 80:17, 81:10, 82:17

during the period 1978-1982 the project "Immigrant children in school and on the labour market".

Preparations for the project were commenced in 1978. In cooperation with the Central Bureau of Statistics (CBS) a register was set up of all pupils having a native language other than Swedish and who left the basic compulsory school in 1979. This register - the native-language pupils' register - provided the foundation for the project.

Native-language tuition

There are great differences between the various groups of pupils having native languages other than Swedish in respect to their taking part in native-language tuition. The majority of the pupils who speak Danish, Norwegian, Estonian, German, Hungarian and English at home have never taken part in native-language tuition in the basic compulsory school.

Amongst the Greek and Turkish-speaking, only a minority have not taken part in native-language tuition.

One of the subjects in which pupils most often receive study guidance in their native language from their native-language teacher, is Swedish.

The number of lessons of native-language tuition that pupils attend is important as far as their chance of maintaining an active bilingualism is concerned. Most of those taking part in native-language tuition in Class 9 have had two lessons per week. A smaller number (14%) have only had one lesson a week.

The opinions among pupils on the native-language tuition they have received, varies considerably.The majority of those who received tuition in their native language thought the tuition was good. Some (about 1/4) would have liked more native-language tuition. Those with a poor knowledge of Swedish liked native-language tuition better than those with a good knowledge of Swedish. The ones with a poor knowledge of Swedish had also had considerably more tuition in the native language than in Swedish.

On the other hand, there were many pupils (about 1/3 of all those with a native language other than Swedish) who declare that they are not interested in native-language tuition. The reason for this lack of interest remains yet to be investigated.

Remedial tuition in Swedish

The great majority (93%) of the pupils with another native language, who left the basic compulsory school in 1979, thought they had received sufficient remedial tuition in Swedish. About one in five of the pupils in the Turkish-speaking, Assyrian/Syrian-, Spanish-, and Arabic-speaking groups which have in most cases immigrated fairly recently, thought, however, that they had received too little remedial tuition in Swedish.

There is a small group (about 10%) of those who immigrated during the junior stages of their schooling, who have received support tuition in Swedish at all levels of the basic compulsory school. The pupils in this group are, despite this, more dissatisfied with the extent of the remedial tuition in Swedish than are those who have not received any such tuition at all. They have also a poorer knowledge of Swedish and study to a lesser extent after the basic school than do the other pupils who immigrated at about the same time. It is possible that these ten percent of the pupils had a worse initial starting position than the rest. The school has not succeeded in compensating for this, in spite of remedial teaching of Swedish having been given at all stages.

About 35% of those with a relatively poor knowledge of Swedish (levels A-D on the CBS six-grade alphabetical scale, see Appendix IV) were either gainfully employed or were seeking work one year after leaving the basic compulsory school. A somewhat higher proportion of these gainfully employed or seeking work were dissatisfied with the extent of the remedial tuition in Swedish than among those who are studying. About 13% of those with a poor knowledge of Swedish who were admitted to a secondary school (gymnasium) in 1979, discontinued their studies during the first year. More than half of these drop-outs consider that they have received too little remedial tuition in Swedish. The above results point to the importance for young immigrants of a good knowledge of Swedish as a key to enjoying the same opportunities as Swedish young people of continuing their education after the basic compulsory school. Many other findings from this project point in the same direction.

Study- and career guidance in the native language

More than a third of the pupils with a native language other than Swedish who left the basic compulsory school in 1979 considered, a year after school that they had received too little study- and career guidance in their own language. In this group there are pupils with a poor as well as pupils with a fair knowledge of Swedish.

Of those who think they have had too little of study- and career guidance in their native language, the number who chose to continue their studies is, proportionally, as large as that amongst the other pupils.

Other points

The great majority of immigrant pupils have come to Sweden before commencing basic schooling. Only one out of ten immigrated during the secondary school period. It is fairly usual for immigrant pupils to speak Swedish with one or both of their parents. Many immigrant pupils, however, never speak Swedish at home.

Immigrant pupils who have a good knowledge of Swedish do not diverge much from pupils with a Swedish background as far as their school situation is concerned. Immigrant pupils who do not speak Swedish as well as the average Swedish pupils differ, however, in several ways from the other pupils. About 1000 of the 7000 immigrant pupils who finished basic compulsory school in 1970 had a poor knowledge of Swedish (levels A-D on the six-grade alphabetic CBS scale).

A special proficiency requirement for enrollment in the theoretical courses of the secondary school has been the completed special course in English and mathematics respectively. Immigrant pupils with a poor knowledge of Swedish take the special course in these two subjects at the upper level of the basic school only to a very limited extent.

Work-place adapted schooling is intended for pupils with school difficulties. There is an over-representation of immigrant pupils with a poor knowledge of Swedish in the work-place adapted study system.

Immigrant pupils with a poor knowledge of Swedish are accepted for enrollment in secondary schools to a lesser extent than are other pupils. (They have also, as a rule, lower marks from the basic compulsory school than other pupils). The number in this group who discontinue their studies in the secondary school is also relatively high.

Those with a poor knowledge of Swedish who enter the secondary school tend to choose courses of study other than the 3-4-year theoretical ones.

Many of those with a poor knowledge of Swedish who do not study in the secondary schools, are unemployed.

More than half of all young immigrants have Finnish as their native language. Within the Finnish-speaking group there is a considerable number of young people with different kinds of school difficulties. These difficulties are, to a certain extent, independent of knowledge of Swedish. The Finnish-speaking group differs also in certain other ways from the other pupils. Finnish-speaking young people thus are noticeably more interested in the vocation-oriented secondary school courses. Finnish-speaking boys very often choose to study technics at the secondary school.

Finnish-speaking youths, more often than other young immigrants, have work-place adapted schooling in the secondary school. It is also more usual for Finnish-speaking pupils than for other immigrant youths to discontinue higher secondary school studies.

Unemployment is more common among Finnish-speaking young people than among other youngsters who have recently finished basic compulsory school.

Other groups of immigrant youths who differ in important respects from pupils with a Swedish background are the Turkish- and Danish-speaking groups. The percentage of Turkish- and Danish-speaking youths who choose to continue their studies after having left the basic compulsory school is comparatively low. Also the proportion who discontinue studies at the secondary school level is relatively high in both these groups.

There is no major difference between immigrant girls and immigrant boys as far as school difficulties are concerned. Immigrant girls are, however, unemployed to a greater extent than are immigrant boys. The same difference actually exists also between boys and girls with a purely Swedish background.

The results obtained from the project "Immigrant children in school and on the labour market" have been assembled in four interim reports: Pupils with a native language other than Swedish who left the basic compulsory school in 1979, parts 1-4 (NBE P 1 1981:1, 1981:12, 1981:17 and 1982:3).

1.3 Government grants, number of pupils taking part, etc.

1.3.1 Government grants

Government grants for native-language tuition and remedial tuition in Swedish

are regulated by the Order on government grants towards running costs for the basic compulsory school (1978:345, last amended 1981:450) § 2 sub-clauses 6 and 7 §§ 32, 33 and 34:

Government grants for support tuition in Swedish are available

- for pupils with a minority language as their native language
- for pupils who have Swedish as their native language and who have been admitted from foreign schools (schools abroad)

and

- for immigrant pupils who have Swedish as their native language and who are in need of support tuition in Swedish.

Grants are payable for a maximum of four hours of tuition per week for each group of pupils. According to directives laid down by the Board of Education, tutored groups ought to be small and, as far as possible, homogenous as far as age and standard of proficiency in Swedish are concerned.

Government grants for native-language tuition are given for 1.1 teacher-hour per week for each pupil who takes part in native-language tuition and/or study guidance in the native language. In special cases the county school board can decide on a grant for a further maximum of 0.3 teacher-hour per week. How teacher-hours per week are to be converted into grant amounts is laid down in §§ 19 and 30.

As a help in organising and planning native-language tuition at the local level, NBE has prepared a memorandum, "Organisation and planning for native-language tuition and remedial tuition in Swedish" (NBE Diary No. S 79:1351).

Notice was given in Government Bill, 1981/82:100 app.12 page 270, of forthcoming changes in the grant regulations for native-language tuition which were to come into force as from accounting year 1982/83. The Parliament, however, decided that the grant regulations should not be changed during the study year 1982/83. The parliamentary committee stated that "The Government should in this matter submit to Parliament recommendations to be applied during the study year 1983/84" The Parliament voted in accordance with the recommendations of the committee (UbU 1981/82:17, RD 1982-04-15).

1.3.2 Number of pupils taking part, teacher-hours per week etc.

During Week 45, 1980, 86,596 pupils with native languages other than Swedish were studying in the basic compulsory school. A total of 54,431 of these pupils were taking part in native language tuition and/or study guidance in their native

languages. Tuition took place in the subject of, and making use of, 60 different native languages. On average, 1.27 teacher-hours per week per pupil were spent on native-language tuition in 1980/81. 40,598 pupils took part in remedial tuition in Swedish. On average, 1.28 teacher-hours per week per pupil were spent on remedial tuition in Swedish. The distribution of "native-language pupils" according to level,as well as the number of teacher-hours per week spent on remedial tuition in Swedish at various levels during the study year 1980/81, can be seen from table 2.

There were, on average, slightly more than 15 pupils in each native-language class during study year 1980/81. In 1981/82 the average number was again slightly more than 15. The number of pupils in native-language classes taken as a percentage of the total number of pupils with a native language other than Swedish in the basic compulsory school, has increased from 9% in 1980/81 to 11% in 1981/82. The percentage varies as between different language groups, see table 3.

The number of pupils per basic resource in the basic compulsory school in 1980/81 was, on average, 22.6 The distribution by school level was

Junior	20.08
Intermediate	21.8
Higher	26.55

The CBS has, in cooperation with NBE carried out an investigation of group sizes and number of hours per pupil for native-language tuition. One result of the investigation was that the average size of group, when pupils in "Swedish" classes received tuition in their respective native languages, was found to be 2.1 pupils. These pupils received on average, 2.0 - 2.3 lesson-hours per week in the native language. (The NBE-CBS report is expected to be published during autumn, 1982.)

1.4 A Government commission

As a result of the Government Order dated 1979-06-21 concerning experimental work with modified time-schedules for native-language tuition (see Appendix, chap. 4.1) at the junior and intermediate levels of the basic compulsory school, local authorities/municipalities have been able to arrange tuition in native-language classes since the school year 1979/80 irrespective of regulations in force concerning time-schedules .

Table 2. Number of teacher-hours per week for remedial tuition in Swedish, number of immigrant pupils and the number of those taking part in native-language tuition in the basic compulsory school, shown by school level for the study year 1980/81

Level	Number of pupils with other native language		Number of teacher-hours per week for remedial tuition in Swedish 1/
	Total 2/	who took part in 1/ native-language tuition/study guidance	
Junior	30 131	20 885	19 990.42
Intermediate	29 655	19 851	19 725.98
Higher	26 810	13 695	12 124.34
Total	86 596	54 431	51 840.74

1/ Source: Governemnt grant requisitions for 1980/81, NBE office P 1

2/ Source: SMU 1981:10

Table 3. Average number of pupils in native-language classes 1980/81 by language group

Native language/ origin	Number of pupils in native-language classes in basic school 1980/81 as percentage of total number of pupils in the language group	Average number of pupils in native-language classes in basic school 1980/81
Turkish	22 %	16
Finnish	16 %	16
Greek	12 %	14
Arabic	10 %	11
Spanish	9 %	14
Jugoslavian descent	5 %	13
Portuguese	5 %	9
Assyrian/Syrian descent	2 %	8
Chinese	2 %	5
English	1 %	15
Total of pupils with native language other than Swedish	9 %	15

Source: Thomas Liljegren, NBE Mem. 1981-07-27

Certain municipalities arranged preparatory classes with modified time-tables even before 1979. Norrtälje, for instance, had been given permission to modify the basic school time-schedules 1 and 2 to allow for Finnish preparatory classes at the junior and intermediate levels of the basic compulsory school. The school authorities in Luleå thus had applied for the right to make certain modifications in the time-schedules for years 3 and 6 for Finnish preparatory classes. Such modifications required permission from the Government. NBE foresaw that it would become ever more usual for immigrant pupils to be taught in native-language classes and that more and more municipalities would apply to the Government for permission to modify time-schedules. NBE suggested, therefore, in a communication to the government dated 1979-02-26 (diary no. S79:510) that municipalities wishing to arrange native-language classes should be allowed to modify the time-schedules for the junior and intermediate levels.

By an Order dated 1979-06-21, the Government agreed that an experiment should be made during the school years 1979/80, 1980/81 and 1981/82 with modified time-schedules at the junior and intermediate levels of the basic compulsory school in order to test and evaluate the different forms of native-language tuition. Through an Order dated 1982-06-03 (Education Department Diary no. 3669/81) the Government approved an extension of the experimental work during the school year 1982/83.

On 1979-06-21, the Government issued the following regulations for the experimental work. This Order on experimental work is presented in its entirety in Appendix 1 to this report.

- The experimental work shall partly cover monolingual preparatory classes (so-called native-language classes) in general agreement with the suggestion from NBE and partly, other arrangements (composite classes, joint-cooperation classes etc.) for native-language tuition at the junior and intermediate levels of the basic compulsory school.

- The Board of Education is required, by September 1 each year, to give an account of the work and, by October 1982 at the latest, submit to the Government a complete report on the work together with suggestions for measures to be taken. At the same time, the Board of Education shall give an account of the work with monolingual preparatory classes at Norrtälje.

- The experimental work must not result in increased costs for the State.

1.5 Carrying out the commission

As a result of the Government Order dated 1979-06-21 concerning experimental work with modified time-schedules for native-language tuition at the junior and intermediate levels of the basic compulsory school (NBE 1979:133)the NBE issued directives for the work (NBE, 1979:194). By these directives, NBE granted those municipalities who intented to modify time-schedules at the junior and intermediate levels of the basic compulsory school for preparatory classes and other arrangements for native-language tuition, authority to do so. The work was to be pursued on a trial basis no longer than up to the end of the study year 1981/82. The NBE has, however, in a written communication to the Government dated 1981-12-10 requested that the work on the trial project be allowed to continue also during the school year 1982/83. By a decision taken on 1982-06-03, the Government (see above) granted the request and, at the same time, also directed that, in the continued experimental work, attention should be paid to the fact that tuition using the Swedish language and tuition in Swedish as a subject should successively be given such emphasis in the curriculum at the junior and intermediate levels, that the pupils will eventually be taught mainly in Swedish at the higher level of the basic school.

In order to map out and evaluate the experimental work, a number of municipalities were selected. The choice was made from two strata. The first consisted of municipalities where the number of immigrant pupils was greater than the national average, 7,8% (stratum 1). The second consisted of municipalities with fewer immigrant pupils than the national average but with at least 40 pupils taking part in native-language tuition (stratum 2). In addition, Norrtälje and Luleå were included in the evaluation material since these two municipalities were specially mentioned in the Government's directives. Two further muncipalities, Nacka and Skövde, were included in the evaluation during the course of the experimental work. The municipalities forming the basis for the evaluation had, when the work started in the study year 1979/80, a total of 15,243 pupils in native-language tuition, i.e. approx. 30% of the national total of pupils receiving native-language tuition in the basic compulsory school (CBS 1979:16: table 4).

Stratum 1

Included are 19 municipalities where the average percentage of pupils with a native language other than Swedish at the time of selection was above the national average, which in Week 45, 1978, was 7.8%.

Table 4. Stratum 1 - a selection of municipalities with many immigrants

Municipality	Number of pupils in native-language tuition 1978/79	Percentage of pupils with native language other than Swedish out of total number of basic school pupils in the municipality 1978/79
Borås	846	16
Eskilstuna	1 436	16
Finspång	174	13
Haparanda	286	51
Hällefors	161	16
Kalix	126	10
Kiruna	540	27
Köping	337	19
Landskrona	264	16
Nacka	775	18
Olofström	459	26
Oxelösund	161	17
Perstorp	28	12
Solna	367	14
Stenungsund	60	12
Stockholm	4 389	13
Södertälje	1 573	24
Värmdö	369	21
Västerås	976	11
Total	13 327	17

Stratum 2

Included are 12 municipalities where the average percentage of pupils with a native language other than Swedish at the time of selection was below the national average, which in Week 45, 1978, was 7,8%. (Ref. Table 5)

1.5.1 Research

Three researchers were appointed by the NBE to assist in the evaluation. Gunnar Tingbjörn of the Institute of Linguistics of the University of Gothenburg, project leader of the SPRINS project "Language development of immigrant children in Swedish", has done most of the evaluation work.

In an appendix to the Covernment Order on the trial project, certain guidelines were laid down for the work and the reporting of its results. (see Appendix 1 to this report). Tingbjörn and his team of researchers have been responsible for most of the basic material used underlying this report.

Torsten Lindblad of the Institute of Practical Pedagogy of the University of Gothenburg, project leader of "SPIN - language testing and pedagogic action program for immigrant pupils", was appointed to analyse what effects different English-teaching alternatives for immigrant pupils would have on the level of proficiency at the end of school year 9.

Horst Löfgren of the Institute of Pedagogy of the University of Lund was given the task of studying the relationship between teaching methods (native-language- and composite classes respectively) and school performance of pupils.

1.5.2 Reports

Five interim reports have been submitted to the Government:

- Interim report on experimental work using modified time-schedules for native-language tuition at the junior and intermediate levels of the basic compulsory school etc. NBE 1980-08-20

- "The third language problem - English as a school language for pupils with two or more languages in the basic compulsory school" by Lindblad and Lindblad, project group GUME; Gothenburg, August 1981. (the report has also been published in English under the title "Learning a third language".)

Table 5. Stratum 2 - a selection of municipalities with few immigrants

Municipality	Number of pupils in native-language tuition 1978/79	Percentage of pupils with native language other than Swedish out of total number of all basic school pupils in the municipality 1978/79
Falun	45	2.2
Halmstad	252	6.3
Hultsfred	43	4.2
Karlshamn	56	2.2
Ljungby	57	4.1
Luleå	427	7.2
Lund	484	7.5
Norrtälje	195	4.3
Timrå	58	2.6
Umeå	116	1.4
Uddevall	65	3.5
Örnsköldsvik	118	2.7
Total	1 916	5.5

- "Teaching models for children with a native language other than Swedish. Evaluation of native-language classes versus composite classes" by Löfgren and Ericson, Institute of Pedagogy of the University of Lund, August 1981.

- Interim report on the evaluation by the SPRINS group of the experimental work using modified time-schedules at the junior and intermediate levels of the basic compulsory school. Enström-Källström-Tingbjörn, Institute of Linguistics, SPRINS project, at the University of Gothenburg, No. 8 1981-08-25. (The report has also been published in English under the title "Interim report on the SPRINS group's evaluation of time schedule modification experiments for immigrant pupils at the junior and intermediate levels of compulsory school".)

- Pupils with a native language other than Swedish who left the basic compulsory school in 1979 - Interim report 2, NBE, 1981

Additional reports appended to the full presentation of the results of the three-year trial project now submitted:

- "Immigrant pupils and their languages" G. Balke-Aurell and T. Lindblad, report 120, Institute for Practical Pedagogy of the University of Gothenburg, August 1982, (The report has also been published in English under the title "Immigrant students and their languages".)

- "Teaching models for children with a native language other than Swedish. An evaluation of native-language classes versus composite classes, " H. Löfgren and E. Ericsson, Institute of Pedagogy of the University of Lund, 1982.

- "The headmaster districts enquiry", R. Källström, SPRINS Project of the University of Gothenburgh, No. 9/1982.

- "The teacher investigation", I. Enström. SPRINS project of the University of Gothenburg, No. 10/1982

- "Immigrant tuition, textbooks and teaching aids", L. Ekström. SPRINS project of the University of Gothenburg, nO. 11/1982.

- "Immigrant consultants", I. Enström and G. Tingbjörn. SPRINS project of the University of Gothenburg, No. 12/1982

- "Summary and suggestions", G. Tingbjörn. SPRINS project of the University of Gothenburg, No. 14/1982

2 ACCOUNT OF THREE YEARS' EXPERIMENTAL WORK USING MODIFIED TIME-SCHEDULES FOR NATIVE-LANGUAGE TUITION ETC.

2.1 Local action programs for the utilisation and coordination of resources, information to immigrant parents, forms of joint consultations etc.

In this chapter, questions 2.1, 2.2, 2.3, and 2.5 of the Government Directives are dealt with:

- At the local level, how should a conserted action program for the utilisation of the resources for native-language tuition be organised in the fields of child-welfare and immigrant tuition in the compulsory basic and secondary schools?
- How should the parents of immigrant children be informed about what facilities the municipality can offer in the way of immigrant tuition? (2.2)
- What forms of joint consultation for the organising of immirgrant tuition are there at the local level? (2.3)
- How is the native-language training in the preparatory school and the basic compulsory school coordinated? (2.5)

2.1.1 Local action programs

About half of the municipalities with many immigrants have developed action programs, whilst only a couple of the municipalities with few immigrants have adopted such programs.

Action programs in the municipalities in question, have varying historic backgrounds. Some municipalities have based their programs on the NBE-INVA program. It is also obvious that some municipalities have supported the action programs thoroughly in some kind of immigrant committee, in the school board, or, in some cases, in the local municipal council. There is no apparent difference between the different types of municipality when it comes to how the action pograms are founded.

The following headings have been taken from some action programs:
"Guidelines for native-language tuition", "Native-language classes - composite classes", "Expanded school welfare for immigrant children", "Information to

tcachers, pupils and parents", "The use of textbooks and teaching aids", "Further education", "Leisure-time activities for immigrant pupils", "Preparatory school - basic compulsory school", "Evaluation of efforts in immigrant tuition", "Head teachers in native languages", "Remedial teaching of and in Swedish" and "Administration".

There are in the enquiry response material, no common models are to be found for the spreading of information on the action programs.Activities for disseminating information on the action program seems in general to be at a low level. Various means of information are used, such as by sending the program for comments and approval and/or minutes of meetings dealing with the programs. The immigration offices often function as information centres. In some cases, study-days have been used as forums for the spread of inforamtion.

2.1.2 Information to parents about native-language tuition

In all the municipalities to which the question was put, information about native-language tuition is given to parents both orally and in writing and,as a rule, both in the native language and in Swedish. In the majority of municipalities with many immigrants the information was mainly given collectively. Quite frequently most of the information is also given personally/individually.

In 15 of the 18 municipalities with many immigrants, the local immigrant organisation assists at spreading the information. Home and School Associations also assist in more than half of these municipalities. The local immigrant office assists at information spreading in half of the municipalities with many immigrants and plays an even more important part in the municipalities with few immigrants, viz. in 7 out of 12 such municipalities. The local immigrant organisations play a less prominent part in municipalities with few immigrants, assisting with information in only 5 of 12 such municipalities. The Home and School Association assisted at spreading information in only one of the municipalities with few immigrants.

2.1.3 Forms of joint consultation

Some form of joint-consultative body is found in the majority of the municipalities

with many immigrants. Only exceptionally, however, such a body is found in a municipality with few immigrants.

The joint-consultative bodies that are of permanent character and have been formed by a local school board or town council (immigrant committees, reference groups, planning groups etc.)have as their foremost task to overbridge the gap between native-language training in the preparatory school and native-language tuition in the basic compulsory school.

2.1.4 Coordination of native-language training and native-language tuition

In many of the municipalities with many immigrants, the preparatory school and the basic compulsory school use the same teachers in both cases. Where this is the case, the prerequisities for coordination seem to be assured. Coordination can also take the form of joint-planning, a common school-bus or taxi facility or similar. There is nothing in the answers to the enquiry to indicate that coordination, where assured is worse in municipalities with few immigrants.

The overleaf table contains additional information on joint consultation and coordination activities.

2.1.5 Organisational alternatives

Section 2.1.5 is based on R. Källström's report "The headmaster districts investigation" (SPRINS 1982:9).

The situation as far as immigrant- and minority-group tuition is concerned, varies from one municipality to another. This applies to access to premises as well as availabiiity of teachers and to pedagogical questions and how the cooperation between different teachers is functioning. If to this some further variables are added such as in-and-out-flow of immigrants as well as problem-consciousness, opinions and attitudes of local government and school officials, it is readily understood why different organisational models are used in different municipalities or areas. Different groups of pupils have different needs and different situations require different solutions. Added to this is that purely physical limitations such as a limited number of school-age children, lack of premises or teachers, long distances, or attitudes of parents or teachers etc. can result in certain desirable organisational solutions being more or less impossible to realise.

It is apparent from the replies to Källström's questionnaire to the headmaster districts, that the draft of three main organisation alternatives (possibly

Activity	Stratum 1	Stratum 2
Arranging of informative conferences	18 of 19 municipalities	11 of 12 municipalities
Arranging of recurrent conferences on immigrant tuition	12 of 17 municipalities	9 of 18 municipalities
Arranging of joint study-days for teachers	8 of 18 municipalities	6 of 11 municipalities
Arranging of educational visits to preparatory and basic schools	14 of 18 municipalities	9 of 11 municipalities
Arranging of information jointly to parents of immigrant pupils	15 of 18 municipalities	7 of 11 municipalities

Source (Sections 2.1.1. through 2.1.4): Preliminary report on experimental work using modified time-schedules for native-language tuition at the junior and intermediate levels of the basic compulsory school, etc.
NBE 1980-08-20

complemented with a preparatory class) as outlined in the NBE memorandum, Diary No. S 79:1351 "Organisation and planning for native-language tuition and support tuition in Swedish", provides only an idealised picture of reality. It is obvious that behind the idea of placing an immigrant pupil in a Swedish class there is a reality which can vary widely for different pupils depending on what possibility and what determination there is to give the individual pupil hat he or she wants and needs in the way of native-language tuition, study guidance in the native language, tuition in Swedish as a foreign language and possible remedial tuition. But also the relatively strict division into the more specialised tuitional forms of native-language class, composite class and preparatory class with their attendant definitions lacks, to some extent, its correspondence in the answers to the enquiry. Each type of class is described below and any deviation from the "normal" type is noted.

Native-language class

The idealised native-language class is like any ordinary class with the one exception that all the pupils have a common mother tongue which is not Swedish and that the principal class teacher can teach the language itself and use it for teaching other subjects. Native-language classes are normally found only at the junior and intermediate levels. Native-language classes can, however, deviate from that norm in one or several ways:

Number of pupils:
In the replies to the questionnaire there are instances of native-language classes with very few pupils, in one case as little as eight. From the Statistical Review U 1981:10 it appears that even smaller classes exist. The three Chinese native-language classes in Sweden thus have, on an average, five pupils, whereas the national average for native-language classes is 15.

Pupil base:
Naitve-language classes are in many cases formed of pupils from a larger cachment area , in certain cases from a whole municipality. In some of the municipalities investigated there are native-language classes with pupils from as many as three year-courses.

Financing:
A class is as a rule formed by drawing on a basic resource to which is added a supplementary resource for special tuition. For pupils with a native language other than Swedish, there are also supplementary resources for native-language teaching and instruction in Swedish as a foreign language. In some cases, this

results in native-language classes being financed in the regular manner from a basic resource whilst in other cases financing is based on the "immigrant resource". The choice of financing method affects the utilization of the resources in various ways. The use of a basic resource means that some "immigrant resources" are made available and can be used for other immigrant pupils than those in native-language classes. The use of only "immigrant resources" for the formation of a native-language class means that the number of pupils in the Swedish classes can be reduced, since pupils who would ordinarily have belonged to such classes are instead attached to native-language classes.

The inter-connection with the junior and intermediate levels:
Native-language classes may only exist at the junior and intermediate levels. By native-language class is then meant a class where the time-schedule is modified so that tuition of and in a language other than Swedish can take place. But classes where all the pupils have a common mother tongue other than Swedish, are found in many places - even at the secondary level. These are former intermediate-level native-language classes which have been kept intact. There is nothing to prevent a certain amount of tuition from being conducted in the common native language provided that the principal class teacher is proficient in the language concerned. Monolingual groups or preparatory classes not reported as native-language classes are found also at the junior and intermediate levels.

Composite class:
The "idealised" picture of the composite class is a class like any other, where about half of the pupils have Swedish as their native language and the other other a native language other than Swedish. The number of pupils and the pupil base varies in the same way as in the native-language classes. The inter-connection between the native-language classes and the junior and intermediate levesl also applies in ~~princ~~iple to the composite class~~es~~, even though conclusive evidence of this is lacking in the enquiry response material..

A composite class can differ from the ideal model also when it comes to the pupils who are taught entirely in Swedish. In theory, all these pupils should have Swedish as their mother tongue, but it is apparent that this ambition can be difficult to achieve in areas with a large proportion of immigrants and minority groups representing many different language groups. There is no evidence in the enquiry response material of composite classes where the pupils in the "Swedish half" do not have Swedish as their mother tongue, but other findings indicate that

this is in some instances conceived as an impediment to the composite class.

Preparatory class

The prototype of the preparatory class is a temporary class where pupils with different native languages other than Swedish, are primarily taught Swedish during a transition period. Deviating from this prototype are mainly preparatory classes where all the pupils have the same mother tongue or the same ethnic background and, in some cases, receive tuition in their native language or languages as well. Nor does the temporary character of placing in preparatory classes always stand out as universal. There are instances where pupils remain in preparatory classes for long periods of time.

Boundaries between different forms of organisation

The variations in build-up, etc. of the three different types of class discussed above make the boundaries between them to some extent elastic. Where is the boundary between a preparatory class where all have a common native language other than Swedish and a native-language class? Where is the boundary between a composite class and a close cooperation between a native-language class and an ordinary class? Where is the boundary between a native-language class, a composite class and tuition of a group of pupils with the same native language coming from an ordinary class? These boundaries can evidently be drawn in different ways in different municipalities or even in different headmaster districts in the same municipality. This means that such organisational forms as would be called composite classes in one place are not referred to as such in another. This means in particular that we should pay less attention to the names of the various forms of organisation and more to the reality behind them. Instead of contenting ourselves with concluding that "this is a native-language class and that is a composite class" we should look at the activity in the classes, the language of tuition, cooperation with other classes, teaching results and other achievements etc. It happens too often that native-language classes are thought of as automatically resulting in isolation but also in the native-language being well developed, and that composite classes automatically entail a good contact with Swedish pupils and better Swedish but a poorer standard of development in the native language than in native-language classes.

Origination of native-language classes/composite classes

The immigrants and the minority groups themselves, especially the parents, have very often taken the initiative to the initial setting up of native-language

classes and composite classes. The other large category taking initiative is, naturally, the school personnel and, in particular, those in charge of the school. Thus it is, to a great extent, local initiative behind the arranging of these types of classes, even though scientific results and experimental work elsewhere have often inspired it. The object has been to gain a number of advantages for the pupils in the form of more unified, secure and stimulating schooling.

Also in the drawing-up of the time-schedules and in the choice of tuition language in various subjects, the parents (and to some extent the pupils themselves) have a good deal of influence, but here, school officers and teachers have more to say. The average ideas concerning time-schedules and language of tuition which have come to light as a result of the investigation can be described as follows: the element of tuition in Swedish should be very small in study year 1 and then gradually increase. The element of tuition in the native language should be large in study years 1 and 2 and then gradually decrease. During study years 4 and 5, Swedish tuition should be allotted more hours than native-language tuition. Tuition in Swedish reading and writing should begin at the end of study year 2 or the beginning of study year 3. Tuition in school subjects in Swedish should commence at the end of study year 3 or the beginning of study year 4 and thereafter gradually increase. Tuition in English should commence during study year 4 and, if possible, be conducted in the native language.

The general opinion is that one has succeeded fairly well in carrying out what one had set out to do in these respects. The factor which has proved to be the major obstacle is the teachers themselves and, most of all, their attitudes. The shortage of teachers has also been a disturbing factor. It is also obvious that different native-language groups have different needs and wishes and are treated differently as far as time-schedules and language of tuition are concerned. These differences are, first and foremost, put down to differences in cultural background.

Native-language class or composite class?

Lately, the public debate on the education of immigrant and minority-group children has, to a great extent, concerned the two organisational forms - native-language class and composite class. Organisational units like these are, however, not as clear-cut as is presumed in the debate. Concentration on these two organisational units is unfortunate for several reasons. Attention is turned away from the problems of educating the native-language groups which, on the national and local levels, are small, since neither native-language nor composite classes can be

organised without a sufficient number of pupils. The debate has come to deal primarily with the groups (especially the Finnish) which are large in the national context, and with areas with a high density of immigrants and/or members of minority groups. But only 9% of all pupils with a native language other than Swedish were enrolled in native-language classes in 1980/81 and not more than 58% of these received native-language tuition of any kind. There is often a lack of awareness of what kind of deficiences in Swedish the immigrant pupils may have and of how to discover and find ways to remedy them. There are in other words, many questions concerning the teaching of small scattered native-language groups and teaching in areas with few immigrants and/or minority groups which require attention, and this applies in general to teaching of pupils with a native language other than Swedish enrolled in ordinary classes.

Are there such differences between native-language classes and composite classes that the one type of class can be said to be better than the other or that either of them can be discarded as being unsuitable? The enquiry response material does not provide any grounds for an answer.

It is, however, interesting to note the answers to these questions received by Källström from the headmaster districts.

The social aspect:
Fears that immigrant- and minority-group pupils would, by forming a larger group with tuition in their own language, become isolated from other pupils, are expressed in a number of answers (8 out of 28 in the case of native-language classes and 5 out of 21 in the case of composite classes) The opinion that pupils in the native-language classes have a good rapport with Swedish pupils or, at least, do not become isolated, is expressed in three answers and in eight answers in the case of composite classes. Replies to other questions where the social aspect of these classes is involved, point in the same direction, viz. that the fears for isolation expressed, almost equally often apply to composite classes as to native-language classes. It appears, however, that of the six answers in favour of composite classes, five gave social reasons for the preference. It is worth noting that the answers to the questionnaire refer to "fears" and not to observed cases of isolation (such possible effects can be observed only in a few years' time).

The language development aspect:

Opinions about, and experience of, the language development of pupils in the two types of classes are also very similar, independent of class type. However, there is a tendency to lay slightly more emphasis on the development of the native language in the case of pupils in the native-language classes, and the development of both languages in the case of pupils in the composite classes. Negative experiences of the development of Swedish are reported to an equally high extent for both types of classes, even if the answers on native-language classes emphasise slightly more the problems in conjunction with transition to the higher level (although this is a matter of only very few answers). It should also be mentioned that four out of the five who found native-language classes better than composite classes, gave as a reason improved possibilities for native language development.

Other aspects:

Certain experiences are reported by those answering the questionnaire which are common to the answers on both native-language and composite classes and which are not contradicted by any other answers received. These answers primarily refer to favourable opportunities for pupils to develop their personalities in a secure and harmonious environment. But there is reference also to the parents, who are given an opportunity of keeping easily in touch with their childrens' school work and of communicating with their teachers. The teachers are a third group whose importance to the native-language classes, for good or for bad, is especially emphasised but who are also often mentioned in the answers dealing with composite classes.

What has been found particularly valuable in many municipalities and headmaster districts is capability of offering an educational alternative which provides for a secure schooling with opportunities of parent participation, where the first stage of learning to read and write the native language, the acquisition of knowledge independent of knowledge of Swedish, positive identity formation and a development of the native language takes place at the same time as the Swedish language is developed. Whether there is a possibility of forming complete native-language classes, or whatever the classes formed may be called, is of relatively little interest. What ought to be discussed, on the other hand, is the content and forms of tuition.

A study of the time-schedules and the languages of tuition (sections 2.3.1 and 2.3.2) shows that there is a certain difference between native-language classes and

composite classes. The composite classes have a greater content of tuition in the Swedish language, especially in the so-called practical subjects. One reason for this can be that composite classes more often than native-language classes, are formed with the intention of transition to a normal class taking place after about three years. This can explain some of the differences at the junior level in particular. Another explanation can be that composite classes are more often formed where greater emphasis is put on early tuition in Swedish and where there is, therefore, more tuition in the Swedish language. But the type of class as such does not determine either the extent of cooperation with Swedish-speaking groups or how large and well planned the Swedish tuition of subjects and the tuition in the Swedish language is. A very important group, with a decisive influence in these matters, are the teachers.

2.1.6 Present situation and future plans for the organisation of native-language tuition

Under the direction of Horst Löfgren, interviews were carried out during the autumn of 1981 with school directors, headmasters or other administrators in 14 of the municipalities taking part in the experiment. This section is based on these interviews.

Native-language tuition in one or other of the two models, native-language classes or composite classes, was started during the 1970s in all but one of the municipalities investigated. The practical experiences gained so far must naturally be seen against the background of the special situation of the municipality (geographical position, density of immigrants, labour market etc.) as well as of the changed political objectives for the teaching of immigrant children or children with a mother tongue other than Swedish. (See Aims and guidelines in Lgr. 80).

The number of native-language classes has increased in relation to the number of composite classes.

In the long term, however, a certain change in favour of composite classes is anticipated. This is due mainly to the present extensive outflow of Finnish workers from Sweden which has already noticably reduced the number of pupils in many municipalities.

Many of those interviewed did not see any difference in principle between the two models and rather want to use both of them as the need arises.

Native-language classes would thus be the most suitable in those cases where the parents want them and where the pupil base is sufficiently large to enable classes to be formed. Several municipalities prefer to organise native-language classes only at the junior level. In these municipalities native-language groups are a common occurrence in the preparatory school.

The composite class is primarily regarded as an alternative in those instances where the pupil base is too small for a native-language class, even if it is in some instances included as a model of its own.

In many instances the composite class was regarded as being "out" and is no longer offered, since it was thought that parents were no longer interested in such a model. In very few cases there were references to negative experiences of composite classes. When there was any criticism, it was only in connection with the cooperation between teachers, never between pupils. On the contrary, the pupils themselves had often expressed themselves in favour of composite classes and against native-language classes.

It was obvious from the interviews that native-language tuition was organised under the influence and with the active participation of native-language teachers, parents and immigrant associations.

The strongest arguments in favour of native-language classes are based on the supposition that the mother tongue should be well established before tuition in a second language commences. The Finnish immigrant associations, who are to a major extent champions of this view, have asked for, and usually got, native-language classes. In many municipalities however, there are responsible people who question this as a justification of forming native-language classes.

Freedom of choice of tuition model

In general, it can be argued that parents do not have freedom of choice between the various models - native-language class, composite class and Swedish class.

Factors which have to be taken into consideration are nationality, the density of immigrant population in the housing area, the active participation of parents and/or immigrant associations and the priorities of the municipality.

The model mentioned last, Swedish class, has been the most common until now and, for children from less well-represented language groups, this is the only alternative. Here, children receive native-language tuition separately or in groups culled from different classes. There are municipalities which are very compliant and which try to arrange composite classes with as small groups as four children, sometimes as B-classes i.e. classes with children from different study-year groups. There are more composite classes than is evident from the available statistics, since they are sometimes reported as ordinary Swedish classes.

It is, in particular the native-language group which is the alternative to Swedish classes and this model is offered in nearly all municipalities which have a sufficiently large pupil-base, at least at the junior level. At the intermediate level, the requirement is in some cases that there should be a transition to composite classes. This does not take place without vociferous protests from parents but the responsible officers refer to decisions taken by the local School Board and concentrate more on integration at the intermediate level. There are, however, parent groups who request composite classes. This is the case of Spanish-speaking groups, but also Finnish parents have demanded them. In some cases, parents are said to have put their children in native-language classes "under pressure from compatriots" since the number of children was not sufficient to warrant such native-language classes.

Some parent groups, primarily Finnish but also Serbo-Croat , Greek and Turkish, have so strongly expressed their wish for native-language classes that they have, at the same time, demanded bussing and, in some cases, moved to another municipality in order to take advantage of this model.

It is less usual for a composite class to be formed in a situation of free choice; it is mostly regarded as a second-rate version of a native-language class. The real difference between these two tuition models does not need to be particularly great. Instead, the composite class often becomes two classes - one Swedish class and one native-language class.

In municipalities where native-language classes are preferred in principle, B-type classes are the ones which are preferably organised i.e. children are drawn

from various study-year groups to a native-language class instead of a composite class. If the current exodus continues, the municipalities foresee that this last-named model will become more common.

Information to parents

The most common way of informing parents of children entitled to native-language tuition is at meetings organised by the school authorities during the spring term before start of term. Forms are sent out and parents are asked to put a cross against their choice. It is also common for information to be passed on via the preparatory school where in addition there are native-language groups in many municipalities. Also many municipalities advertise their information meetings in the local press and/or in the immigrant associations' own publications. In some instances "we have given up information meetings since the parents were already informed". What varies from municipality to municipality is the responsibility for these information meetings and who is informing (native-language teacher, immigrant association, school administration).

In the majority of cases, the school administration supplies the information via the local school director, headmaster or native-language teacher and often also via the school welfare officer. The role of the native-language teacher varies in different municipalities from that of a paid informer and organiser to that of an interpreter during the meetings.

Sometimes, the native-language teachers have "the job of visiting and seeing to it that parents fill in the forms and of telling them about what possibilities there are" but in some municipalities they are told that "they must not actively enroll pupils and not put pressure on them. It's their own jobs that are involved".

The influence of various groups on the organisation of native-language tuition

Immigrant organisations, native-language teachers, parents and politicians take part in the debate which is going on in the municipalities on native-language tuition. This list is, at the same time, a kind of ranking of the strength of their engagement. Immigrant organisations are thus not only participants but most often those who initiate the various activities.

a) Immigrant organisations, first and foremost the Finns, were regarded as the most active champions of native-language classes. In this connection it is important to note the uneven distribution in the material; the Finns are far and

away the largest group. It should also be pointed out that in some areas there are Finnish immigrant organisations /associations who hold the opposite view on the organisation of native-language tuition.

In many municipalities there is a positive relationship between the school board and the local immigrant association. These are municipalities which have, for the most part, satisfied the demands of the immigrant associations for tuition in native-language classes.

b) Native-language teachers were, in general, considered to be active, either individually or through associations. In some municipalities they are, in addition, paid to take an active part in the dissemination of information, in discussions with parents etc. It is considered to be self-evident that they can influence the choice of model. In some cases this is seen as an advantage and a natural part of the teacher's work (see Lgr 80, Aims and Guidelines). Sometimes there is an awareness of the native-language teacher's "trade-union" vested interest but there is still complete confidence in the teacher's way of reacting. However, in some cases it has been claimed that the native-language teachers"court" pupils, something which at least one municipality "has told them not to do since it can put pressure on the pupils".

c) The parents' degree of engagement varies considerably in the various municipalities. In a number of cases, the parents have sometimes not been involved at all, either individually or collectively. However, in most cases the parents act as individuals in their own interests or with their childrens' schooling at heart. In a couple of municipalities, it has been the case that parents have moved so that their children would be placed in a native-language class which could not be offered in the original municipality because there were too few pupils. Other parents have done the opposite and taken their children out of native-language classes in order to put them in Swedish classes. In yet other cases, the parents, acting collectively, have demanded, and been given, composite classes instead. It is most often Finnish parents who demand native-language classes for their children, whilst Spanish-speaking parents, on the other hand, mostly want composite classes.

A lot of problems have arisen in the appointment of native-language teachers where competence alone has been the determining factor. Whole classes have disintegrated when parents have more or less unanimously refused to accept a certain teacher. Such situations have been reported on several occasions. School administrators

often see this as a very disturbing problem.

In some municipalities, parents from all language groups investigated have asked, at one time or another during the past few years, for native-language classes and these have been arrranged wherever possible. Some of these classes have been disbanded after a short time due to the unwillingness of parents to accept the native-language teacher appointed.

d) Politicians. In several municipalities, immigrants are represented on the local council or school board. This can be said to have activated political debate. Investigations into native-language tuition have been called for and action programs, bussing etc. have been discussed. No serious confrontation between political parties have been reported. However, SAP (Swedish Workers' Party) and Vpk (Left-party, Communists) appear, more often than other parties, to have submitted motions on these matters.

e) The children themselves have not, for the most part, been able to influence their own school situation. Several of those interviewed say that they know that many children are frightened of native-language classes. Children born in Sweden, the majority, have not the same motivation for native-language tuition as other children.

2.2 Local administration, the effect of the government grant system on forms of tuition, apportioning of resources etc.

In this section, questions 2.4, 2.12 and 2.13 of the government commission are dealt with.

- How are the resources for immigrant tuition apportioned, taking into account the needs of the pupils in the small language groups. (2.4)
- How have experimental programs been administered by the municipalities (2.12)
- How is the form of native-language tuition influenced by the government grant system (2.13)

2.2.1 How the need of resources among small language groups is affected by the formation of native-language classes.

There are native-language classes in 16 of the 31 municipalities which were studied

with regard to how the needs of small language-groups were affected. All the municipalities state that arranging this form of tuition makes great demands on resources, but in no case has it been reported that this has impaired native-language tuition for small language-groups, but rather it has limited the possibilities of arranging native-language classes for these groups. It seems, then, that before the municipality considers it viable, from the point of view of resources, to organise native-language classes, there is a requirement that the language group within the municipality is large. Some municipalities with many immigrant pupils have been in the position to get extra resources for small language-groups for whom native-language classes are organised.

The majority of municipalities who arrange native-language classes, seem to pay a great deal of attention to the fact that basic education is better in native-language classes than when native-language tuition is carried out in Swedish classes. Some municipalities also see great advantages in native-language classes with regard to the use of textbooks and teaching aids.

Where direct disadvantages are reported at all, they concern the increased cost of school transportation to centralised, native-language tuition in native-language classes. For many pupils, central tuition results in their having poor contact with young people of their own age in the area where they live.

2.2.2 The priority of resources with regard to native-language tuition

In the majority of municipalities where there are many immigrants, there is a priority of resources. Just under half of the municipalities with a few immigrants make such a priority. The most usual criteria are (in rank-order):

1. Social factors
2. Newly-arrived pupils
3. Pupils with special needs
4. Younger pupils
5. Schools with many immigrants - number of immigrants

2.2.3 Allotment of extra resources from County School Boards

Those resources which, according to SFS 1978:345 § 33, are to be apportioned by

the County School Boards have been alloted to those municipalities with many immigrants and thosewith few immigrants as follows:

Municipality	Extra resources Yes	No	Extra resources financed, on average no. thpw/pupil
with many immigrants	10	7	0,26
with few immigrants	3	10	0,23

The extra resources have been used for younger pupils in small language-groups in the schools. Reports are otherwise incomplete, but point to resources being generally used to meet acute needs.

2.2.4 The advantages and disadvantages of collective resources for native-language tuition and remedial education in Swedish

One view shared by all the municipalities who answered the questionnaire appears to be that the present division of resources is well-suited to its purpose, not least with regard to the different categories of teachers in charge of both native-language tuition and remedial education in Swedish.

Several replies to the questionnaire indicate that difficulties in negotiations could arise if the resources were common to both forms of tuition. One reason for dividing the resources is that one form of tuition is voluntary whilst the other is obligatory for the pupils. A small number of municipalities do not completely discard the idea of common resources. Especially in municipalities with relatively small immigrant resources, having the resources in common would allow the possibility of arranging native-language classes.

2.2.5 Administration of experimental programs

At the headmaster level

In municipalities where a special school administrator has been assigned to immigrant tuition - often placed centrally in the School Board Office - the burden of administration lies with this office-holder. Depending on the degree to which authority has been delegated to the local school administration by the School Board, administrative contributions vary, so that an extensive delegation of powers in questions concerning immigrant tuition results in the leadership and administration of experimental programs resting on the school district and being carried out by local school management.

At the school board level

If there is no specially-assigned school administrator for immigrant tuition in municipalities which have native-language classes with modified time-schedules, then experimental programs are most often administered by the assistant school director or the school director.

Source (sections 2.2.1 up to and including 2.2.5): Interim report on experimental programs with modified time-tables for native-language tuition at the junior and intermediate levels of the basic compulsory school etc. NBE 1980-08-20

2.2.6 Financial considerations

The information reported in this section is based on Horst Löfgren's interview enquiry in autumn, 1981.

Hardly any of those questioned considered that the financial aspect was of decisive importance to the choice of model for native-language tuition. It was, naturally, often appreciated that the situation could change and, in the majority of places, some steps had already been taken to reduce costs. The most common were as follows:

In order to start a native-language class, a mininum number of pupils, varying between 12 and 20 for different municipalities, is required. If the number of pupils is not sufficient, the pupils are concentrated in one or more school districts, depending on the size of the municipality. Another solution to the problem of obtaining a sufficiently large number of pupils for a native-language class has been to gather together children from different study-years and form a B-type class. Bussing, which for the most part is considered to be financially more advantageous than having the pupils spread over many schools, will probably increase in volume. Certain municipalities are so small that all the schools are within walking-distance of each other. Many express their concern over the effects of another anticipated measure viz. the reduction of support resources which, to begin with, would hit remedial education in Swedish.

A factor to take into account in future is the large exodus which has taken place during the past year. It is expected that in municipalities where industries are threatened with closure or with industries which have already closed down, this exodus will increase greatly. This is particularly the case with the Finnish language groups but other groups are also affected. On the other hand, there is

a certain increase in the number of Spanish-speaking immigrants, mainly political refugees from Latin-American countries.

Native-language classes are the cheapest alternative (there is agreement on that point) but where there is a large exodus, it can become necessary to arrange composite classes instead. In municipalities with a strong orientation towards native-language classes, the choice, in the event of low recruitment, would be the organisation of B-type classes rather than to allow immigrant children to form part of a composite class together with Swedish pupils. One respondent pointed out that B-type classes should not include study year 1 children nor extend over different school levels.

2.3 How is the goal of active bilingualism through different forms of native-language tuition to be furthered. How is the transition from tuition in the native language to tuition in Swedish to be effected.

In this chapter, questions 2.6, 2.7 and 2.10 in the government directives are dealt with.

- In what way and when is tuition in Swedish to be introduced into immigrant tuition to further active bilingualism (2.6)

- In what way and when is successive transition from tuition in the native language to tuition in Swedish to be carried out (2.7)

- To what extent do different forms of native-language tuition meet the demands that pupils shall become actively bilingual and then, after completing the basic compulsory school, shall have a possibility of choosing freely between different courses of further study and/or types of work (2.10)

Horst Löfgren has described in one paper, the views of various researchers on the relationship between the learning of the first and second languages. Researchers do not agree as to when the learning of a second language should begin. An excerpt from the paper is to be found in Appendix II

2.3.1 Proportions of Swedish and native-language in native-language classes

Sections 2.3.1 and 2.3.2 are based on R. Källström's report "School area investigation" (SPRINS Project no. 9/1982).

That native-language classes exist in those areas where there is a large number of language minorities is to be expected. But it is not the proportion of pupils

with a native language other than Swedish which determines in itself whether native-language classes are formed or not. What is required is a sufficiently large group of pupils of the same age and with the same native language, as well as interest and intent on the part of the school and parents. If these requirements are met, the native-language class can be formed in areas with a relatively small number of pupils with a native language other than Swedish. At the same time, areas with relatively many children from minority groups can fail to meet the requirements for forming native-language classes, e.g. by having many language groups with only a few children in each group.

Of the total of 160 native-language classes which were included in the SPRINS Group investigations in 1980/81, 133 have Finnish as the language of tuition, ten have Greek, eight Spanish, six Turkish, one Serbo-Croat and one English. One native-language class consists of Assyrian and Syrian pupils and has Assyrian, Arabic and Turkish as languages of tuition. (Naturally, Swedish is also used as a language of tuition in most of the classes). The number of native-language classes diminished in the higher-level study years. In study year 1, there were 35 classes, in study year 6, there were 11. In some of the municipalities, native-language classes were only found at the junior level.

The native-language classes which were studied, constitute 29,5 percent of all the native-language classes in the country in 1980/81.

From the beginning of study year 3, all native-language classes have tuition in Swedish as a subject and from the beginning of study year 4 all have some tuition using Swedish as the language of tuition.

The native language predominates in the earlier study years. The subjects where Swedish is used first and then later predominates are gymnastics and woodwork. The subjects where the native language "drags on" longest and predominates, are mathematics and social studies. Only two schedules (in study year 6) state that mathematics is only taught in Swedish and only one schedule (for study year3) states that other subjects are taught in Swedish only. In the later study years, the amount of tuition in two languages in one and the same subject, increases.

The apportioning of the total number of hours per week to Swedish, to tuition in the native language and tuition in both languages, is shown in Table 3. Note that "In both languages" can mean that tuition really is in both languages (e.g. a

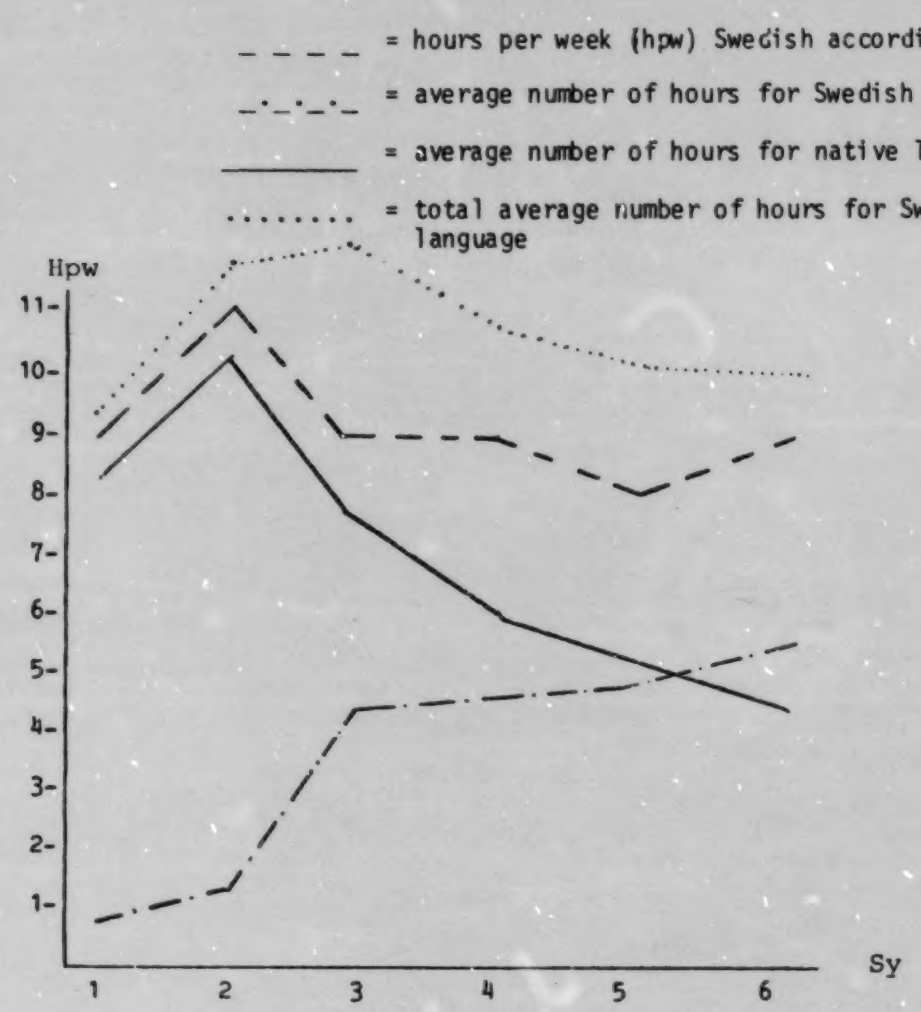
Table 1. Relationship between tuition in Swedish and in the native language as subjects

	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Time, in hours, for Swedish according to Lgr 69	9	11	9	9	8	9
Average time in hours for Swedish as subject	0.8	1.5	4.3	4.7	4.9	5.8
Average time in hours for native language as subject	8.4	9.9	7.6	5.9	5.2	4.1
Total time in native language and Swedish as subjects	9.2	11.4	11.9	10.6	10.1	9.9

The above figures agree rather well with those obtained from the NBE enquiry during the Spring term of 1980 (NRE-Report, 1980-08-20).

The figures in the table have been used for the graph in figure 1.

Figure 1. Relationship between tuition in Swedish and tuition in the native language as subjects in native-language classes



Number of scheduled hours for the various study years containing no tuition either in Swedish as subject or Swedish as language of tuition are shown in table 2.

Table 2. Number of schedules without tuition in either Swedish as subject or as language of tuition

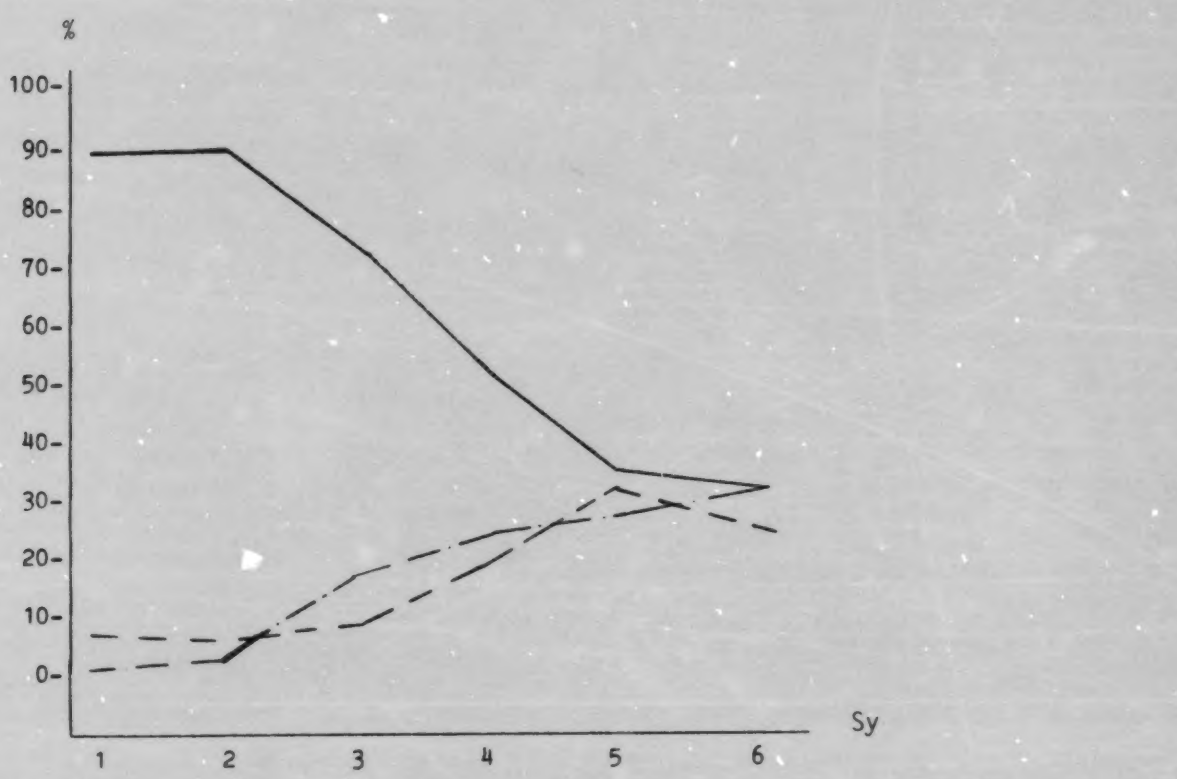
	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Number of schedules without tuition in Swedish either as subject or tuition language	16	4	-	-	-	-
Number of schedules with tuition in Swedish as subject but not as language of tuition for other subjects	10	14	3	-	-	-
Total number of schedules	34	30	27	17	12	8

As from study year 3 all native-language classes have instruction in Swedish and as from study eyar 4 all have some instruction in Swedish

Table 3. Proportions of Swedish and native language as languages of tuition, expressed as percentages of the total number of hours per week

Proportion tuition as percentage	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Only Swedish as language of tuition	1	3	16	23	27	32
Both languages	7	5	7	17	31	24
Only native language	89	89	71	51	34	32
Language not specified	3	3	6	9	8	12
Total percentage	100	100	100	100	100	100

Figure 2. Proportions of tuition in Swedish, the native language and both languages when used as languages of tuition - as percentages



bilingual class teacher and a Swedish colleague teach together). It can also mean that a subject is taught certain hours per week in Swedish and certain hours in the native language, but that the way the languages are divided up is not reported. Tuition in both Swedish and the native language as subjects in themselves has not been taken into account here.

If the percentages for tuition in Swedish, in the native language and in both languages are put into the form of graphs, then they would look as follows (Figure 2)

A more or less even balance between the languages is struck in study years 5 and 6. The relationship between tuition in Swedish and in the native languages as subjects themselves also shows a similar development as the study years progress (see Figure 3, next page), so that a balance between the two languages as languages of tuition is achieved in study years 5 and 6, whilst the native language predominates in the earlier study years. In study years 1 and 2, the native language predominates to a great extent.

The native language is used most in what are known as theoretical subjects (mathematics, English and social studies) and Swedish is used most in what are known as practical subjects (music, drawing, gymnastics and woodwork) and this is shown in Tables 4 and 5 and Figures 3 and 4 below.

2.3.2 Proportions of Swedish and native language in composite classes

A total of 42 composite classes with Finnish-speaking pupils, nine with Spanish-speaking, four with Greek-speaking, three with Serbo-Croat-speaking and one with Turkish-speaking pupils were included in Källström's investigation. These 59 classes represent 22.3 percent of all the composite classes in the country during the school year 1980/81.

For the Finnish-speaking group, there were more composite classes at the intermediate level than at the junior level reported and altogether (all language groups included) the difference in the number of composite classes between the junior and intermediate levels is not especially great. As far as native-language classes are concerned, the situation (both for the Finnish-speaking and totally) is that the number of classes at the junior level is nearly twice as large as the number at the intermediate level. This difference in the distribution over levels is possibly a reflection of the opinion that native-language classes are most suitable at the junior level whilst composite classes are better at the intermediate level. This

Table 4. Language of tuition in the theoretical subjects by study years as a percentage of the total stated number of hours per week for theoretical subjects in the respective study year

Language of tuition	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Only Swedish	0	0	2	3	7	20
Both languages	6	3	4	22	42	32
Only native language	91	94	88	67	44	41
Language not specified	3	3	6	8	7	7

Figure 3. Language of tuition for theoretical subjects

_._._._. = Swedish

_____ = native language

_ _ _ _ = both languages

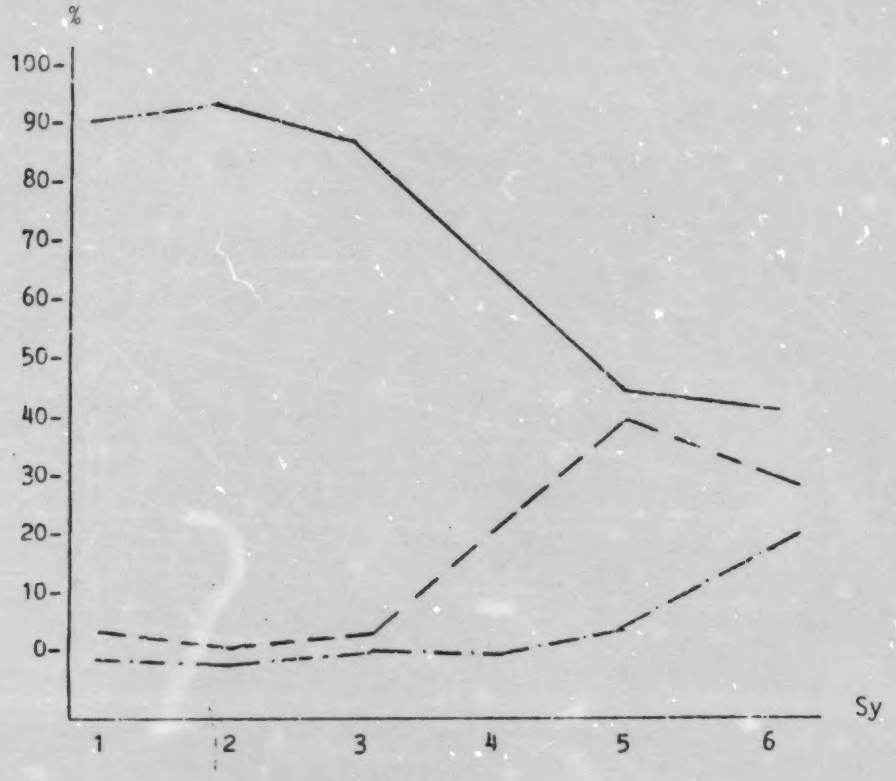


Table 5. Languages of tuition in practical subjects, by study year, as percentages of the total stated number of hours per week in the practical subjects in the respective study year

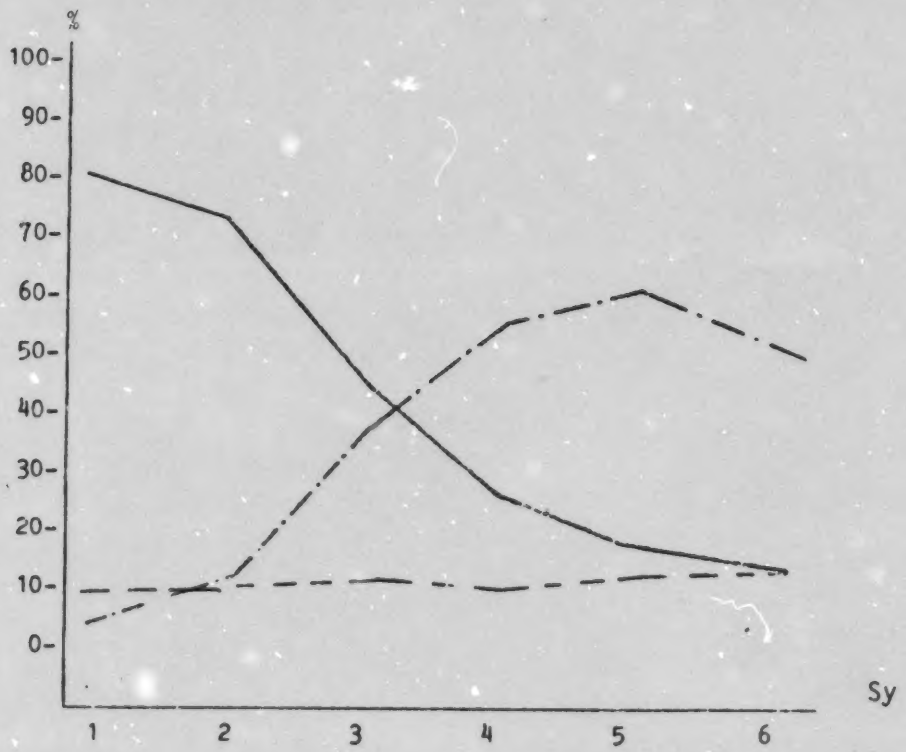
Language of tuition	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Only Swedish	6	12	38	55	62	52
Both languages	10	11	12	10	12	13
Only native language	82	74	45	26	18	14
Language not specified	2	3	5	9	8	21

Figure 4. Language of tuition for practical subjects

_·_·_·_·_ = Swedish

_____ = native language

_ _ _ _ _ = both languages



point of view is expressed explicitly in some of the answers in the enquiry.

The composite classes are constructed in slightly different ways. The most common model is the composite class with pupils from the same study year who form a class where half of the pupils have Swedish as a mother tongue and the rest have a common native language other than Swedish.

52 of the composite classes investigated are of this type. In some cases the percentage of pupils with a common native language other than Swedish is, however, considerably lower than 50 percent. There are also other models. A table showing the make-up of the different types of class is presented below. (Table 6)

What seems to be common for all these forms is that there is a group of pupils with a common native language who receive some tuition together in the native language according to a modified schedule. Because of various local factors they can then be placed with a varying number of Swedish pupils from different classes and/or study years. The reasons for the constructions of type 2-5 is, of course, to keep together a sufficient number of pupils with the same native language.

The prototype for a composite class consists, as was mentioned previously, of 50 percent of Swedish-speaking pupils and 50 percent of pupils with a common native language other than Swedish. In reality, of course, the classes deviate more or less from this prototype because, for instance pupils move.

In 35 of the 52 classes of type 1, the Swedish-speakers are the largest group. In all of the seven composite classes of the other types, the Swedish-speakers are in a majority of more than four.

The smallest proportion of pupils with a native language other than Swedish is found in a composite class where 3 out of 23 pupils i.e. 13 percent, constitute the group with another common native language. The largest proportion is found in a class where 13 out of 19 pupils i.e. 68 percent, constitute the group with a common native language other than Swedish.

Table 6. The make-up of the composite classes

Type	Pupils with a native language other than Swedish	Pupils with Swedish as native language	Number
1	A group from study year X	A group from study year X	52
2	A group from study year X A group from study year Y	A group from study year X A group from study year Y	4
3	A group from study year X A group from study year Y A group from study year Z	A group from study year X A group from study year Y A group from study year Z	1
4	A group from study year X	Two groups from study year X	1
5	A group from study year X A group from study year Y	A group from study year X Two groups from study year Y	1
Sum total of composite classes			59

Table 7. Relationship between tuition in Swedish and native language as subjects

	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Hours for Swedish according to Lgr 69	9	11	9	9	8	9
Average time Swedish	1.1	3	4.6	4.6	4.6	5.3
Average time native language	8.3	8.1	7.2	5.2	4.6	4.4
Total of average times in Swedish and native language	9.4	11.1	11.8	9.8	9.2	9.7

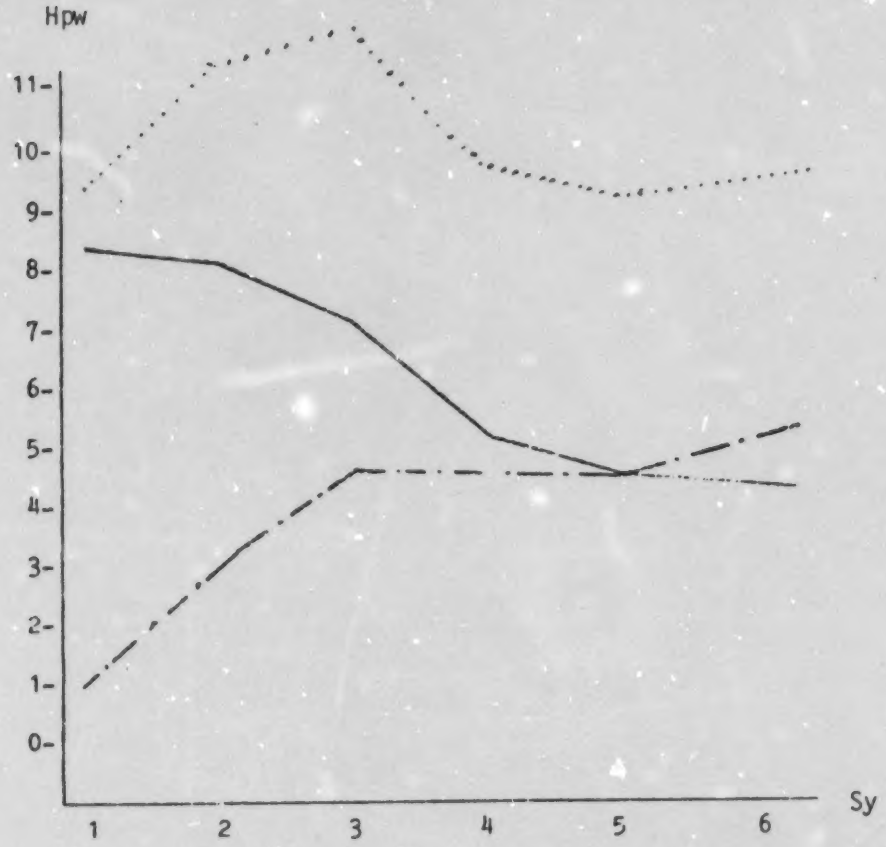
This relationship can be illustrated graphically (figure 5).

Figure 5. Tuition in Swedish and native language as subjects in composite classes

_·_·_·_·_ = average number of hours for Swedish

_____ = average number of hours for native language

_ _ _ _ _ = total average hours for Swedish and native language



A comparison can be made between these graphs and the corresponding graphs for native-language classes (figure 1). The differences between the average hours for composite and native-language classes are shown below. The symbol "+" denotes that the average hours for composite classes is higher than for native-language classes whilst "-" denotes that it is lower.

Table 8. Differences in average number of weekly hours between the two types of class for native language and for Swedish as subjects

	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Difference in aver.hours for Swedish	+0.3	+1.5	+0.3	-0.1	-0.3	-0.5
Difference in aver.hours for native language	-0.1	-1.8	-0.4	-0.7	-0.6	+0.3

Time-schedules

Similar calculations to those for the native-language classes have been made for the current schedules in the composite classes.

The most noticable difference is found in the way tuition in Swedish and the native language as subjects is divided up in study year 2. In that study year, the composite classes have 1.5 hours per week more Swedish and 1.8 per week less native language than do the native-language classes. Generally speaking, it seems that at the junior level, more time is spent in teaching Swedish in the composite classes than in the corresponding native-language classes.

When it comes to combined average hours for Swedish and native language, this is, by and large, the same for both types of class. To some extent, study years 4 and 5 are exceptions, for here the native-language classes have nearly 1 hour per week more than the composite classes.

Finally, it can be added that 5 of the 12 schedules for study year 1 are without any tuition at all in Swedish as a subject. All the other schedules have Swedish.

Language of tuition for other subjects (excluding Swedish and native language as subjects

Nearly all pupils in composite classes receive some form of tuition where Swedish is the language of tuition which is used. This should be compared with the native-language classes (Table 2) where 20 schedules out of 119 contain neither tuition with Swedish as the language of tuition nor Swedish as a subject.

Swedish as a language of tuition plays a more important part in the composite classes than in the native-language classes. Swedish as a language of tuition in the practical subjects is already found in study year 1 and Swedish predominates towards the end of the intermediate level.

This difference is reflected even more clearly in the summary of the percentage shares of the total number of hours per week (excluding native language and Swedish as subjects) for Swedish, for native language, for both languages and for an unspecified language of tuition.

(Table 9)

Note that the percentage share of hours for which the language of tuition is unspecified,is considerably larger for composite classes than for native-language classes. In other words, the figures for the composite classes are a little less sure than those for the native-language classes but the difference in the division of languages that can be observed is so large that it must be presumed to be a real one. In the form of graphs, the data for Swedish, native language and both languages as languages of tuition, would look as follows:

(Figure 6)

The native language is very predominant in study year 1, predominant in study year 2 and marginally predominant in study year 3. The balance between the languages is reached in study year 4, after which Swedish is marginally predominant in study year 5 and clearly predominant in study year 6.

A division of subjects into theoretical and practical subjects shows that, in the theoretical subjects (Figure 7), the native language is predominant during the whole of study years 1-4, after which its predominance diminishes but does not disappear. In the practical subjects (Figure 8), Swedish predominates all the time, whilst the native language, in effect, disappears from the picture from about the beginning of study year 3.

Compare with the corresponding figures for native-language classes (Figures 3 & 4).

(Table 10)

(Figure 7)

(Table 11)

(Figure 8)

Table 9. Language of tuition in theoretical subjects and practical subjects (excluding Swedish and native language as subjects) in composite classes

Percentage share of tuition	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Only Swedish	21	23	41	42	41	49
Both languages	4	5	4	7	15	12
Only native language	67	54	45	51	31	23
Unspecified language	8	18	10	10	13	16
Total %	100	100	100	100	100	100

Figure 6. Language of tuition in the theoretical and practical subjects (excluding Swedish and native language as subjects) in composite classes

_·_·_·_·_ = Swedish

_____ = native language

_ _ _ _ _ = both languages

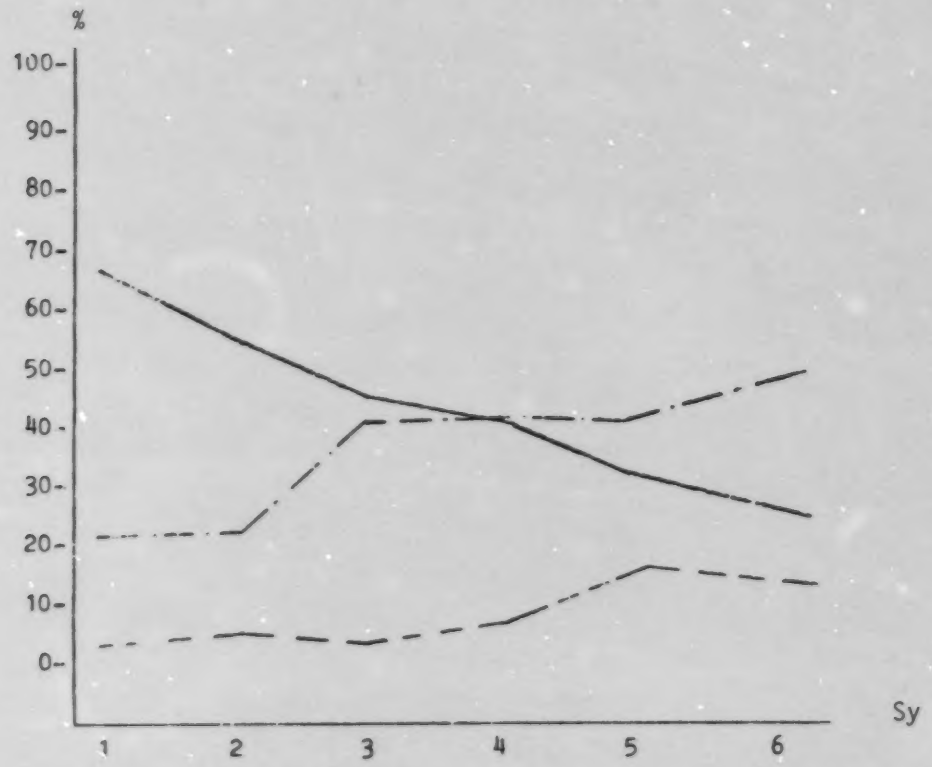


Table 10. Language of tuition for theoretical subjects, by study year, as percentage of total stated number of hours per week for theoretical subjects in respective study years in composite classes

	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Only Swedish	19	13	18	12	14	28
Both languages	0	0	0	11	22	18
Only native language	74	68	72	67	50	37
Unspecified language	7	19	10	10	14	17

Figure 7. Language of tuition in the theoretical subjects

_·_·_·_·_ = Swedish

_____ = native language

_ _ _ _ _ = both languages

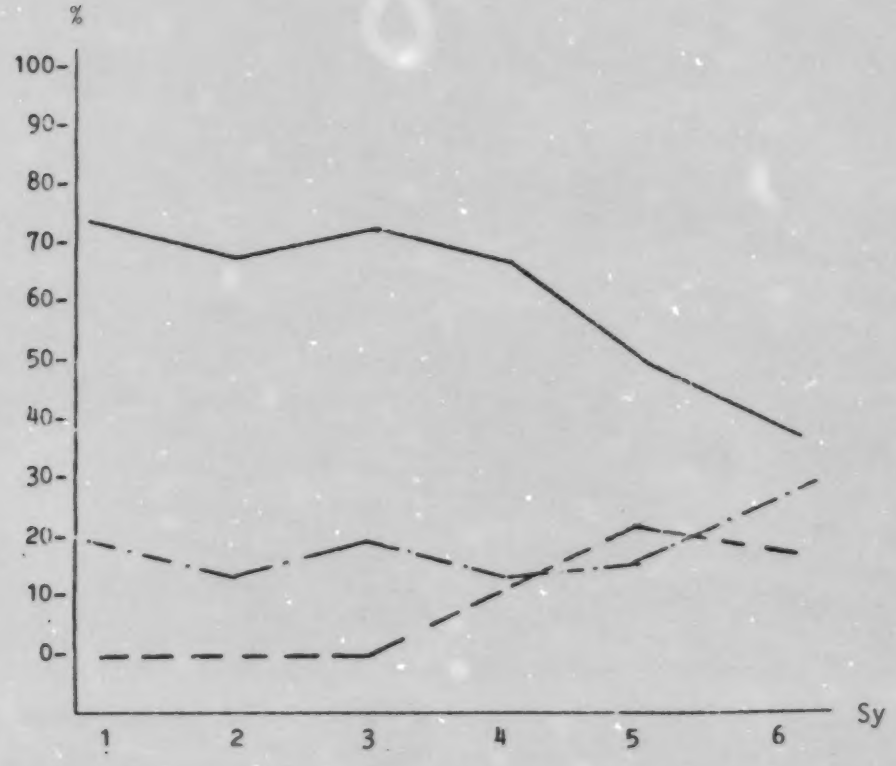


Table 11. Language of tuition for practical subjects, by study year, as percentage of total stated number of hours per week for practical subjects in respective study years in composite classes

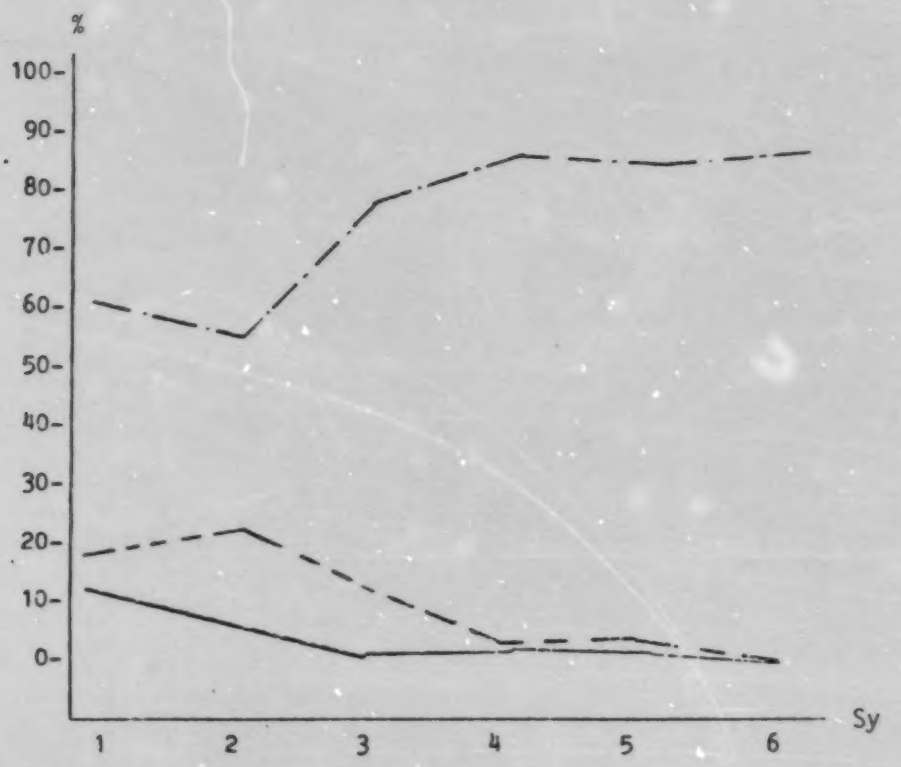
Percentage share of tuition	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Only Swedish	61	55	78	86	84	86
Both languages	17	21	11	1	3	0
Only native language	13	6	0	1	1	0
Unspecified language	9	18	11	12	12	14

Figure 8. Language of tuition in the practical subjects

_·_·_·_ = Swedish

_____ = native language

_ _ _ _ = both languages



2.4 Third-language problem - Tuition in English for bi- and multi-lingual pupils in the basic compulsory school

In this chapter, question 2.8 of the government commission, is dealt with:

- What effects can different solutions to the problem of teaching English to immigrant children have on the level of proficiency at the end of study year 9.

An investigative enquiry was carried out with the purpose of clarifying the problems which could be associated with the study of English by immigrant children in the basic school. One aim was to obtain the comments of a number of schools on certain of the proposals which had been put forward by NBE in what is known as the KINVA program and to allow a more detailed discussion by providing a wider base of factual information. A number of previous investigations (amongst them the EPÅL projects) have shown that immigrant children, as a rule, do not have a lower level of knowledge than corresponding Swedish pupils.

An exhaustive report on the investigation was prepared by Torsten Lindblad and Anita Lindblad, "The third-language problem", which was submitted to the government in September, 1981. A summary of the report is presented here. T. Lindblad and G. Balke-Aurell have later analysed the results of the immigrant pupils in the standard test in English. Their report, "Immigrant children and languages", is summarised in this chapter. The complete report was submitted to the government in autumn, 1982.

Schedules

The majority of those taking part in the enquiry consider that the introduction of English is a problem for immigrant pupils to which attention should be paid. In most of the school districts, the view is that starting English in study year 3 is too early. It is recommended that the subject be postponed to study years 4 and 5. Special measures must be taken, of course, in the case of those pupils who , for example, come to Sweden during the intermediate stage. Generally speaking, the view is that the matter must be assessed on an individual basis for different pupils and that it is important that Swedish is well established before beginning with English. Bearing in mind that, at present, probably at least ten percent of pupils at the junior level are bilingual, a percentage which is growing, the points of view expressed should be weighed carefully when carrying on a general discussion about whether English studies should commence in study year 3 or, as is now possible for municipalities according to Lgr 80, be postponed to study year 4. Opinions

about English at the junior level in general are discussed in some detail by Lindblad, 1981. It can be mentioned that in a municipality like Gothenburg where there are relatively many immigrants, English is commenced in study year 4 in nearly all school districts from the beginning of the school year 1981/82.

(Graph)

When it comes to changes in the schedules adjusted to meet individual needs, the difficulty is emphasised of following up and keeping track of the amount of tuition an individual pupil has received. According to the IEA investigations (Carroll, 1975), for instance, it is the total time of tuition and not primarily its apportioning over a certain number of years, which affects the study result. It is important, therefore, that modified schedules do not result in a decrease in the number of English lessons but only to their shifting in time.

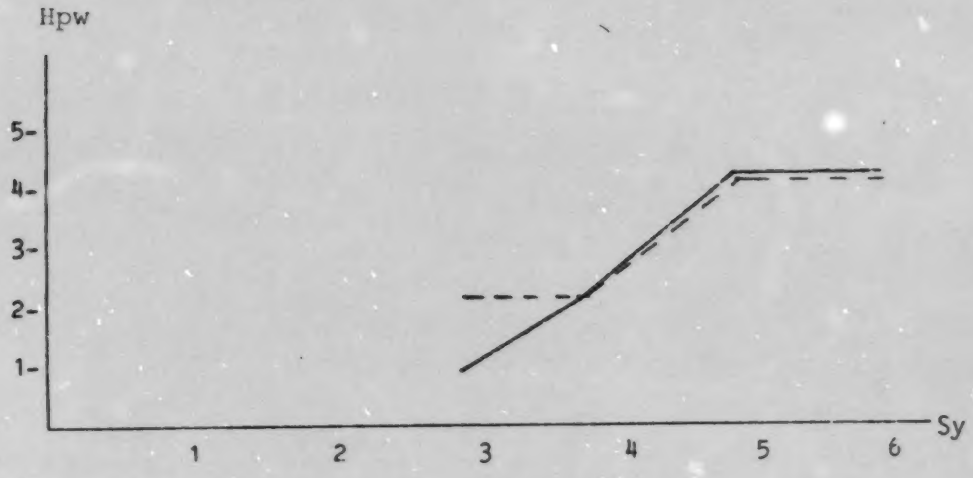
As far as the higher level is concerned, the value of running English classes in parallel with ordinary classes is pointed out, since this system makes possible separate groups for immigrant pupils without other special arrangements being necessary. Even this can be seen in relation to the general discussion about questions of grouping at the higher level and experimental programs involving various types of flexible groupings instead of a division into general and special courses (see Lindblad, 1981). In this case too, the possibilities of looking after the interests of the immigrant pupils, ought to be one of the arguments to take into consideration when discussing how tuition should best be organised.

From answers to the enquiry, it is learned that discussions concerning modifications in schedules have, as a rule, been carried on within the school itself. Only in exceptional cases have the County Education Board, the NBE or the immigrant organisations been consulted. What is more remarkable is that only half of the schools say that the English teacher (i.e. the teacher of the subject at the higher level, who should be the school's"expert on the subject") and the school administration have taken part in the decisions. The pupils themselves and their parents have been involved, of course. It is noteworthy that, in a number of cases, they wished English to commence earlier than the class teacher recommended; there seems to be a kind of "status" in learning English. One does not want to be

Graph showing number of hours per week, according to Lgr 69, for English as subject and average number of hours per week for English in municipalities investigated

------- = Hours per week for English according to Lgr 69

_____ = Average hours for English in municipalities investigated



	Sy 1	Sy 2	Sy 3	Sy 4	Sy 5	Sy 6
Hours, English, according to Lgr 69	-	-	2	2	4	4
Average hours, English, hpw	-	-	0.6	2	4	4.125

Commentary:

In the average model with modified schedules, pupils get 10.725 hours per week during the junior and intermediate levels. Slightly more than 1 hour per week (1.25 hpw) is thus not recouped during the period up to study year 7.

different in any way from one's Swedish school-mates.

Language difficulties have been the principal reasons for changes in schedules and not difficulties in connection with time-schedule planning. In some of the replies to the enquiry, it is pointed out (without any reason being stated), that the Assyrian/Syrian group has special difficulties, as have Spanish-speaking pupils from South America in some cases.(It is possible that these pupils have more difficulty than many others in getting help at home. In addition, there can also be social and psychological reasons present.) It is quite understandable that it is more difficult for pupils who come here late during the basic school period and it is also difficult to follow tuition in heterogenous language-groups. In one or two cases, respondents recommend that pupils ought to be allowed to study their native languages instead of English at the higher level and have them as credits when transferring to the secondary school.

Remedial education

In a large number of school districts remedial education is considered to be a good solution, especially for pupils who have recently arrived. Help can be given "when and where it is most needed". Many, however, think that it is wrong to take hours from the remedial resources which are needed for other subjects. Separate resources for English would be desirable. At present, there are between one and five hours per week of remedial tuition in 17 of the school districts. One way of economising on remedial resources has been to put English tuition in parellel with a number of study years and let pupils take a lower, study-year course where the English is of a suitable level of difficulty.

The idea of letting English be a B-language at the higher level has only attracted comments from half of the schools, most probably because not all have a higher level. Only one seems to be at all positive to the idea and the impression is that this is a possibility which has not been tested or considered.

The proposal that there might be a possible exemption from the requirement of English for entry to the secondary school, attracted only a few replies and half of those who answered were worried about the future consequences for the pupils e.g. less chance of continuing with higher studies. It was not considered desirable to grant a general exemption from English to immigrant children who arrived here late. It was pointed out that English is partly an international "high-status" language and partly a language required for higher studies. If an exemption were granted, then competence requirements for higher studies would have to be

re-considered. When, by who, and on what grounds, exemption should be granted, must also be looked into.

Of the various possibilities suggested for solving the bilingual pupils' special problem with English, there is no doubt that remedial education is the method recommended to begin with.

How well do immigrant pupils do in English?

According to most of the respondents immigrant pupils, as a rule, manage well with English. In a large number of school districts, the view is that there is no great difference between Swedish children and immigrant children "ultimately". This view coincides with the result obtained from the EPÅL project and with the results of certain investigations of the school results of immigrant pupils as compared with those of Swedish-born children. Several of the difficulties present, are to some extent overcome by the fact that "the pupils are most often positively-inclined and well-motivated". But good results are not obtained without special help and support measures. It is also emphasised that results are closely connected with knowledge of Swedish; those who have a good level of proficiency in Swedish e.g. those "born here" have no problems with English. Only four school districts (of which three were in the same municipality) are of the opinion that immigrant children have difficulties and get poorer results.

It is noted that there are problems for pupils who are not very gifted and, of course, for those who arrived in Sweden in the middle of their schooling. In order to succeed, these pupils should wait before commencing English and get help from the native language teacher. The most important reasons for the difficulties are considered to be pedagogical and linguistic ones (the pupils have already two languages to contend with), and the fact that teachers are not at home in the native languages of the pupils and cannot understand their special problems. Other, as important, reasons are the lack of suitable teaching materials and the fact that many of the immigrant children have more difficulty in getting help at home because the parents do not know English.

In the NBE project "Immigrant children at school and on the labour market", a study was made of how many pupils with native languages other than Swedish chose the special course in English. It was established that the proportion of native-language pupils who took the special course in English and the proportion of pupils with Swedish as their native language who took the special course in English was about the same. The proportion of native-language pupils taking the special course

varies from group to group, depending on the different standards of proficiency in Swedish.

Only one out of four native-language pupils who do not speak Swedish as well as the average Swedish pupil (proficiency A-D in Swedish according to the CBS six-degree, alphabetical scale. See Appendix IV), took the special English course in study year 9. Of the 822 native-language pupils with a proficiency in Swedish of A-D, 90 (=11%) did not study English at all in study year 9.

Those native-language pupils who are judged to have a command of Swedish which is equal to that of the average Swedish pupil, take the special course in English to a greater extent than pupils with Swedish as their native language do.

Third-language proficiency

The collecting of results of the standard test in English for Swedish and immigrant pupils in study year 8, spring 1981, together with certain other information, has made possible a number of interesting studies, albeit of limited extent. A remarkable find, apart from the study of the results in English, was that so many immigrant pupils say that they always or often speak Swedish also at home. The most important, fundamental result is, otherwise, that no average differences between immigrant pupils and monolingual Swedish children, could be observed and that, on the contrary, there was a weak tendency for pupils with a native language other than Swedish, somewhere "in the background", to succeed best of all. It was further discovered that there are very great differences between pupils in the general and special courses both as far as Swedish pupils and immigrant pupils are concerned. There is, in addition, a clear connection between the educational background of parents and the choice of alternative course and between the educational background of parents and the results obtained in the test. This applies to the same extent for immigrant pupils as for Swedish pupils.

Children with Finnish as their native language, had somewhat poorer results in the test in English than the other immigrant pupils. This applies especially to those who normally speak Finnish at home. Pupils in this group, however, do not themselves feel that they are more at home in the native language than in Swedish, than do the other pupils.

The results reported above scarcely justify taking any drastic measures in connection with immigrant childrens' English studies. They definitely do not give

support to the idea of postponing the start, at any rate not as a general measure. Nor is there any reason either, for any concern at the thought that immigrant children, generally speaking, would have fewer possibilities for further studies - when it comes to knowledge of English - than monolingual Swedish children do. On the other hand, there seems to be some reason for looking a little closer at the standard of knowledge of the Finnish children. The question is the extent to which the poorer results of these pupils depend on the fact that they have had modified schedules with fewer hours of English and the extent to which the results are due to their having a native language which is not related to English (or Swedish). There also ought to be cause to see whether there are pupils in this group who encounter problems with their further studies and who are not accepted for such studies due to their lower level of proficiency in English.

Method

What categories of teacher shall teach immigrant children and in what language ought the teaching to be conducted? It is not possible to give an univocal answer to these questions on the basis of the answers received in the enquiry. Children who are born in Sweden and, in general, children who have a good command of Swedish, seem to have no difficulty in following the normal English tuition in the class with a Swedish teacher. Children who have immigrated recently and children with special difficulties (e.g. psychological and social ones) can, on the other hand, be in need of help from a native language teacher in order to learn English via the native language. This is especially stressed when it comes to basic teaching in study years 3-4 and in the case of pupils with a poor showing, such as those who have newly arrived. Investigations forming a part of the project "Immigrant children in school and on the labour market" (see section 1.2) point, however, to the fact that the native language teacher gives study guidance less often in English than in other subjects.

Replies to the enquiry have been received from those who consider that tuition ought to be built up on the basis of contrasts and that this would mean teachers needing to have "contrast preparedness", i.e. knowledge of the constructional forms of English and of the native language. Teachers who teach Swedish as a second language, need to have some knowledge of the differences between Swedish and various native languages - and nowadays they can be trained in this. The same should also be possible for those who teach English. In some school districts, study-days have been arranged when native language teachers have given summarised accounts of the contrasts between their native languages and Swedish. The general opinion is, however, that it is difficult to find time on these occasions for all

the languages (up to 30 different ones) and that, apart from that, not all native language teachers have been trained to perform a task of this kind.

One kind of answer to these proposals, a general method which would raise the general level of preparedness of the teachers to face the difficulties of the different pupils, was put forward by a lecturer in English at the University of Gothenburg, Sölve Ohlander, in an article published in the journal "Modern Languages" udner the title "What is practical grammar?" (Ohlander, 1980, 1981). He began his article by quoting the English language researcher H. Palmer (1917) who held the view that "the first and most important qualification of the ideal teacher is a thorough knowledge of both the foreign language and the student's native tongue". Ohlander emphasises the fact that tuition in the traditional school languages, i.e. first and foremost, English, German and French, is now in quite a different position than it was only 15 years ago. At least 130 different languages are now represented in Sweden and the number of pupils with an immigrant background is increasing.

Ohlander points out that "what the perfectly ideal language teacher in today's school could need, is a sort of "multi-contrast competence" and he is also of the opinion that even if- as many replies to the enquiry have pointed out - it is difficult for the individual teacher to achieve something like that, nevertheless "the general trend in teacher training" ought "to be such a goal". He quotes, with approval, Gunnar Tingbjörn, who says that an important training goal for teachers of Swedish, as well as other languages, is a "contrast preparedness in anticipation of expected and unexpected meetings between the target language Swedish and the various first languages" (Tingbjörn 1979, see also Tingbjörn, 1981).

Ohlander thinks that the same goals should be set for teacher training in other target languages than Swedish. He suggests that all future language teachers should take a "tailor-made" 5-point course in contrastive grammar which could most suitably be administered by institutes of general linguistics (op.cit. page 10) It should be emphasised that the "preparedness" referred to by both the researchers quoted, does not mean that a teacher can specify, and account for, all the difficulties that pupils of a certain language background have, or can be expected to have. It means rather a sort of "consciousness" that faults and difficulties are not random in themselves but can be given a systematic explanation based on the first language of the pupil and the learning situation for the second. One who has such a preparedness can thereafter learn to identify problems, find explanations and, in that way,also come up with solutions.

Schools should have more contrastive descriptions of the type which have been available for a number of years for ten different languages (Finnish, French, Italian, Japanese, Portuguese, Russian, Serbo-Croat, Spanish, Czech/Slovak and Hungarian: see e.g. Hedin, 1973, and Saanila, 1976). Such contrastive descriptions should also deal with problems in relation to English.

These points of view, which have been discussed on the basis of material from the responses to the enquiry, are also put forward by Gunnar Tingbjörn in his book "Immigrant children and bilingualism" (1981): "Not only teachers of Swedish as a foreign language (sfl) but also teachers of English, German, French, Spanish and other languages ought to acquire a knowledge of the immigrant pupils' first language in order to be able to adapt their teaching to the pupil as much as possible" (page 13).

One aid which seems to satisfy the wishes that have been put forward, is, perhaps, the "skeleton grammar" that Ohlander reccmmends. It should be a handbook for each and every one of the principal school languages and should "partly give a general outline of the structure of the language in question and partly, for each separate point, provide contrastive information about how at least the main immigrant languages in Sweden function in the corresponding respect" (Ohlander, 1981 pp 11-12)

On the question of contrast-adapted teaching materials, the answers are not clear. It seems that special English teaching aids are found mainly in Finnish. In this connection, perhaps a closer look should be taken at the problems both of the Assyrian/Syrian pupils and the Spanish-speaking ones. For the latter group, at any rate, there should not be any problem in finding school books in English. It can be added that a planned investigation of the "same" teaching material published in different countries and more or less adapted to the native language of the pupils, could not be carried out due to lack of time and means. That ought to be an interesting field of research for linguists.

Teachers As a rule, tuition is given, at the intermediate level, by Swedish class teachers, sometimes assisted by support teachers. In quite a number of schools, however, the native language teacher is in charge of the immigrant pupils' tuition in English. At the higher level, on the other hand, tuition seems, without exception, to be given by Swedish subject-teachers. Different opinions are expressed

about which is most suitable; to give further training in contrastive language preparedness to the Swedish teacher with competence in English, or to train the native language teacher in English. The last alternative is considered the most suitable for the beginner's stage. The teacher problem seems only to exist where recently arrived pupils and children with a weak showing are involved. Looking a bit farther ahead, the best solution, if it is possible, would be to offer both groups of teachers further training possibilities. The most important thing is that the problem is not neglected.

Comments From the majority of the responses to the enquiry concerning various ways of solving the immigrant pupils' problems with English i.e. by modified schedules, remedial education, English as a B-language and exemption from the requirement of knowledge of English, it is clear that general solutions are not thought to be the most desirable. Freedom of choice and flexibility are preferred. Problems are different for different groups, for those born here and those who are newly arrived, for children with different social backgrounds etc.

Adaption to the different needs of individual children accords with the views of Els Oksaar as discussed in the article "The bilingualism of immigrants" which ends as follows: "Everyone planning measures of one kind or another ought to give more consideration to individual characteristics and needs than has been the case hitherto. There must be different models, there must be a pluralistic ideology which not only allows for the fact that groups are different - a lot would be gained by that alone - but also that individuals, whether they belong to the country itself or are immigrants, are different. One should thus be careful to avoid patent solutions for children of school age, especially pedagogic solutions. Research still does not know all the basic factors controlling the language-learning process. We need more human-linguistic research and research aimed at the individual."
(Ejerhed-Henrysson, 1980, page 59)

The following three commentaries, which are found in many responses to the enquiry, sum up, in a concise way, the most important points put forward by the 26 school districts taking part in the investigation. These could constitute a kind of guideline for work at school when English studies of immigrant pupils are discussed.
1) Do not commence with English before study year 4 or later.
2) Make sure that knowledge of Swedish is well-established before English studies are commenced. (These can then be carried on with greater intensity.)

3) English needs its own special resources which can be used for remedial education, by all means at the beginner's stage and led by a native language teacher. During the transition from basic school to secondary school, the subject should be allotted a sufficient amount of time in the introduction courses. If these three recommendations are followed then the problems connected with teaching material and teachers are considered as being of lesser importance.

2.5 Teaching materials in native languages

In this section, question 2.9 of the government directives is dealt with:

- What guarantee is there that teaching materials for monolingual preparatory classes meet the demands that current goals and guidelines place on tuition in the basic compulsory school.

2.5.1 on the need of teaching materials

Teaching materials and other sources of information which together constitute one of the means whereby the immigrant and minority group policies can be realized, can be divided into two groups: first, teaching materials needed for the tuition of immigrants and language minorities and second, teaching materials needed for providing information about the various cultures in the multi-cultural society. In this chapter, only teaching materials for immigrant tuition is discussed and then, primarily, teaching materials in and on the native language. Teaching materials about immigrants are certainly important but outside the scope of this report.

The purpose of immigrant tuition is, as far as possible, to make the pupils functionally bilingual. This puts great demands on the teaching materials. In our country there are only very limited areas where the language milieu is such that pupils live in a natural bilingual environment. The teaching materials must, therefore, try to help in compensating for the lack of natural situations where the native language is spoken.

It is obvious that such a task cannot be carried out using only traditional school materials. Various types of textual and aural materials are called for. There is an attempt now, both in school and in the educational system as a whole, to see the

whole of the surrounding community as a resource in the tuition situation. To an increasing extent, the idea is to use the various sources of information in the local community as teaching materials. This attempt can be summed up by the phrase "the extended teaching-material concept".

Such a pedagogic development is of value for immigrant tuition. If the two languages, native language and Swedish are to develop to the full, they must represent languages at work, communication about matters that pupils regard as being important. NBE, therefore, wishes to stress the importance of the community outside the school striving to increase the individual's possibilities of communicating in two languages. More literature in immigrant languages in the libraries, more TV- and radio programs in the various immigrant languages, a wider range of cultural activities in the form of exhibitions, musical events, and theatre productions where different minority groups can present their cultures in both the native languages and in Swedish, increased publication of newspapers and magazines in different minority languages, etc. are some of the ways in which the development of an active bilingualism could be furthered. But the situation in the community today is not such that it is possible, to any great extent, to seek information in immigrant and minority languages. In practice, this results in a greater need for pre-produced teaching material for immigrant tuition than for other kinds of tuition.

2.5.2 Teachers and teaching materials

Sections 2.5.2 - 2.5.8 are based on L. Ekström's report "Immigrant tuition and teaching materials"(SPRINS project, no 11/1982).

Teaching materials cannot be seen as isolated from tuition and from those who are to use it - pupils and teachers. The situation of teachers in Sweden - both from a purely human as well as from a professional point of view - must be taken into account if a complete understanding of the part teaching materials play in native-language tuition is to be obtained. Few teacher groups - if any at all - have such a complicated tuition situation as the native language teachers.

Many problems are common to all native language teachers irrrespective of

what language or what type of tuition they are concerned with, whether they teach principally in class (native-language, composite) or whether their teaching is located in many different schools and comprises the native language both as a subject and as a language of tuition (remedial education).

The native language teacher is an immigrant and to be an immigrant also means to be an emigrant. To be an emigrant means that one has pulled up one's roots. This upheaval has, for many, beeen a painful flight from oppression and differences of thought. For others, the break has meant a conscious attempt to get away from unemployment and poverty in the native land and create, instead, a new future in another land. They have come here with great expectations and hopes. Not infrequently, these hopes have floundered. It is difficult to change country. It is difficult to learn a new language and adapt to new customs, working conditions and new ways of thinking. For many, the result is isolation and loneliness.

Whatever the immediate reason for the break-away, there is, in addition, for each and every one who has emigrated, a deeper sort of break-up. All emigrants have, at the same time, broken-up from a community which represents their whole way of life. How are they to dress, to deal with people, bring up their children etc.? Each cultural group has its own sub-conscious, self-evident, unwritten set of rules for these activities. These rules have their foundation, of course, in the values that members of the group have grown up with and hardly ever question.

All tuition for immigrant children is subject to the rule that it must be carried out in accordance with the Swedish teaching curriculum. The native language teacher has usually gone to school and possibly had teacher training in his home-land. He or she is, of course, shaped by the basic philosophy of life reflected in the school attended and that view of life is the one generally accepted in the home community. The native language teacher is often placed in a conflict situation: on the one hand, there is the requirement that tuition be in accordance with the teaching curriculum - the basic philosophy and values of which he may, at bottom, disagree with - and on the other hand, there is his ambition to impart to the children the view of life that he himself has been brought up with. The teacher is, of course, often backed up by the parents of the children but this support is often of a kind which can conflict with the goals of the basic school. A Greek teacher, for example, who, in his own country,

is used to a very detailed teaching curriculum with exact instructions about what is to be read during each study year, can find it very difficult, from the various syllabuses in the (Swedish) Teaching Curriculum for the Basic School 80, by himself to select, from the rich material of the main sections that nucleus of knowledge which is necessary for all and which all pupils, if possible, shall learn" (Lgr 80, page 65)

2.5.3 Tuition in the native language (as a subject)

The principal causes of most problems in connection with the teaching of a native language as a subject are, according to the teachers themselves, heterogenous tuition groups, the lack of suitable teaching materials and the lack of suitable class-rooms.

Heterogenous groups

In native-language tuition, nearly all groups are very heterogenous when it comes to standard of language proficiency.

There can be pupils who are at the beginner's stage in the same tuition group as pupils who have just arrived in Sweden and have a very good knowledge of their native language. This makes great demands on the native language teacher's understanding of method. The teacher must, for example, individualise tuition for all levels of language proficiency and at all stages.

The majority of native language teachers have had no training to cope with this special teaching situation.

Teaching materials

There is little in the way of teaching materials which are adapted to native-language tuition. Teaching materials are often used which come from emigrant lands where there is another school system and a different pedagogic organisation of the school. Generally speaking, teaching materials from the emigrant countries are on too high a level of language proficiency for the immigrant pupils. The teachers must then choose materials which are intended for younger pupils. Problems are then encountered in that the contents are not sufficiently interesting. The books are thought by the pupils to be too "childish". Another difficulty is the

difference in the number of hours of tuition.

Teaching materials in a native language are, perhaps, intented for a tuition schedule of seven or eight hours per week. In Sweden, most often, there are only two hours per week available.

In native-language tuition, there is a very large number of language groups. In the basic school, for example, there is tuition in about 60 different languages. This means that many tuition groups in a muncipality can be very small. Schools with many small tuition groups cannot afford a proper stock of teaching materials for each small group. This has resulted in the teachers having to take the necessary material with them from school to school. As a rule, schools cannot afford to buy reference works, encyclopedias, dictionaries and childrens' and young peoples' books in any other than the largest immigrant-languages. This means that the children who most need such teaching materials are without them.

Class-room situation

The character of the tuition(often groups of two or three people) results in purely native-language tuition being carried on in small, unsatisfactory rooms where often there is neither a blackboard nor the possibility of making use of a tape-recorder, projector or other audio-visual equipment. This is especially deplorable, since one of the main problems with native-language tuition is just the lack of a natural language stimulant. One way of compensating for this lack of stimulation would be the use, for tuition purposes, of sound- and video tape-recorders, gramaphone records, films etc. to present material which reflect the culture in question. Fortunately, a considerable improvement seems to have taken place during the past few years as far as classrooms are concerned for native-language tuition. It is no longer just as obvious as it was, that native language tuition be "exiled" to the annex, the flat, the materials store-room or some basement closet. In many schools, native-language tuition is carried on in quite normal classrooms, side by side with ordinary Swedish class tuition. The native language teacher cooperates with, and is included in, the various working teams of the school - which is exactly as it should be.

2.5.4 Tuition in the native language (as language of tuition)

The teaching of subjects in the native language gives rise to a number of pedagogic difficulties. Since remedial education means that the native language teacher must often give tuition in all subjects and at all levels, this method

of teaching requires of the teacher a very extensive knowledge not only of all the subjects of the basic school but also of both the native language and of Swedish. It would be better if the native language teacher could limit remedial education to the subjects that he knows about. A person cannot, from one day to another, become a physics teacher or a history teacher etc. The risk of failure with remedial education is very great.

Pupils who take part in remedial education have varying school and educational backgrounds.

Heterogenous tuition groups

Many immigrant pupils who come to Sweden, have not received, in their former schools, tuition in some subjects and items in courses which are part of the syllabus of the (Swedish) basic compulsory school. These pupils require summaries of these subjects in their native languages so that they do not fall too far behind at school. There can be pupils in the same group who only need the native language teacher's help in explaining more difficult words and concepts which are found in various text books.

This requires tuition to be organised on an individual basis with note being taken of each pupil's previous school experience.

The combination of pupils in a native language class or a composite class, differs very often from the combinations in a Swedish class. A Finnish native-language class, for example, can consist of pupils who were born in Sweden, have grown up here, have gone to a Swedish elementary school, but have Finnish as their native language, as well as pupils who might have been to school for a year or two in Helsinki, plus pupils who have, perhaps, just come here directly from a village in northern Finland and for whom it would have been a change of circumstances even to move to a large town in the south of Finland.

A native-language class for Spanish-speaking pupils consists, for the most part, of pupils from several different countries in Latin America. They have the common language, Spanish, but have different cultural backgrounds and come from countries with widely differing social and school systems.

To get a hetergenous group of children to function as a unified group makes heavy

demands on the teacher's ability to individualise the tuition and take into consideration each pupil's school background.

Cooperation between native language teacher and Swedish class teacher

There are often very many different native languages represented in a Swedish class. This means that there are also many different native language teachers involved with these classes. If the native language teacher is to give his pupils adequate tuition, it is important that he be informed in good time about what parts of the course are being covered in the class, so that he has time to prepare himself. The teachers involved, must, therefore, cooperate with each other, continuously and effectively. Cooperation between teachers is often made more difficult by the fact that the Swedish teacher often has no time to spare to give sufficient information about his teaching to the native language teacher. Nor has the native language teacher time left, because of his usually split-up schedule, to give proper information to the Swedish teachers about the immigrant pupils' knowledge and their needs.

Teaching materials

Teaching materials for study guidance and tuition in different theoretical subejcts can seldom be purchased from the childrens' own countries. The extent of the courses, content, division into subjects for different study years, are, as a rule, different from the goals and guidelines laid down in the Swedish teaching curriculum. It can be difficult to obtain teaching materials for the social studies which are particular to Swedish conditions e.g. social organisation, political systems, laws and regulations, traffic rules. Such teaching materials must naturally be produced in different languages here in Sweden. Since teaching materials from some countries are in conflict with the goals of the (Swedish) basic school and with the requirement of objectivity in tuition, great demands are again placed on the teacher's abilities to complement the teaching materials in such a way as to give a more comprehensive view of the conditions being described.

Political antagonism between different immigrant groups can constitute a hindrance to the use of certain teaching materials. Very often, only Swedish text books are used in the tuition. Teachers then compile terminological word-lists and summarise the contents in order to help the pupils. Many teachers produce great quantities

of such material. It makes demands both on the teacher's knowledge of the subjects and his knowledge of Swedish. There is a danger, of course, in teachers of certain languages producing/translating all the material themselves. The content of this teaching material is very uneven in quality since the teachers' knowledge of the subjects of the Swedish vary. An "objective" formulation in Swedish, can, for example, easily become a "subjective" one in Spanish. For certain subjects, workshop practice and woodwork, for example, the problem of producing/translating one's own material is especially difficult. The subjects entail the use of special, technical terminologies and there are also safety regulations which, as far as working instructions are concerned, require to be translated exactly. Often the teacher cannot manage to do this, either because these terminologies are not found in his own language and/or because of the lack of good word-lists and dictionaries.

In the native-language class, schedules are modified and this means that fewer hours are allocated to certain subjects. It is the native-language teacher, in consultation with the Swedish teacher, who must decide what parts of the different subjects must be excluded. In reality it is the native language teacher who has to make this choice of subject matter. This requires the native language teacher to be very well-informed about the planning of the courses for the various school years and the material used in connection with them.

2.5.5 Tuition for certain language groups

Tuition for the children of certain language groups is complicated. These are groups which have <u>two</u> languages apart from Swedish: Assyrians and Syrians, who, apart from their own language, often speak Turkish and Arabic; Gypsies who, apart from Romani, speak Finnish, Polish and Spanish; Vietnamese who speak a dialect of Chinese and Vietnamese. Even in their countries, these groups were considered to be language or ethnic minorities.

Very often, one language is the child's native language and the other is the official language used in school. The children then need tuition in their own native language as a subject, with tuition being carried on in one of the two languages plus tuition in other subjects using the second language as the language of tuition. In many cases knowledge of the "school" language is too poor for a

native language teacher to be able to make use of it for tuition and guidance purposes. Tuition in the native language as a subject is often made more difficult due to means of transcription and/or teaching materials not being available. In many cases, these pupils have had a very sporadic and incomplete schooling.

Conditions in the country from which they come are often such that they have been forced to move and this has resulted in curtailed schooling for these pupils. Vigorous efforts are required if the pupils are to have a chance of getting a good education.

In the teaching materials section of NBE, a basic analysis of current needs has been carried out with the purpose of clarifying the tuition situation and the tuition needs of Assyrian/Syrian pupils in the junior school. (Analysis of needs regarding tuition of Assyrian/Syrian pupils in the junior school, NBE, Teaching Materials Section Siv Nordell, 1982). The report shows that the need for basic education of adults is very great. At least 2,000 persons would seem to be in need of, and have the right to, basic education for adults.

Parents who have themselves not been at school naturally have difficulty in giving their children the help they need with their schooling. Many Syrian/Assyrian pupils from Turkey, and in certain cases also from Lebanon and Syria, have had schooling in their own countries which is completely different from that of Swedish pupils. In Turkey, the compulsory school lasts five years. Many pupils over 12 years old have thus had a maximum of five years' schooling. For many children, not even five years of schooling has been possible.

It is also in this group that we find the majority of "child illiterates". Experience has shown that local authorities have great difficulty in planning and carrying out an adequate tuition program for these pupils. The regulations and directives which are at present in force for the teaching of immigrant chidren are not drawn up with pupils who have imperfect schooling in mind.

Since the native language of the Assyrian and Syrian pupils is nearly always a spoken language with no orthography, all study guidance in the native language has to be oral. These children cannot derive any benefit from word-lists or written teaching material. Those children who have attended school in Turkey,

Lebanon, Syria or Iraq have used Turkish or Arabic respectively as a "school" language and, in certain cases, these languages have to be used as "study guidance languages" in Sweden. The "school" language is thus the language in which the majority of Assyrian/Syrian children have learnt to read.

Tuition for these pupils must, as a general rule, be conducted in special groups and each pupil must have his own rate of study. It is very important that the pupils progress at their own speed and that tuition is as effective as possible. As a rule, they have several years with which to catch up and this they have to do in, what is for them, a foreign language and without the benefit of written/printed teaching materials in their own languages. As far as teaching materials for native-language tuition is concerned, there is a great need of visual material and of sound tapes of all types which are a necessity when it comes to oral tuition.

NBE's needs-analysis emphasises the importance of providing the spoken language with an orthography. By having a language which could also be written, children would have a greater chance of developing their language, of benefiting more from tuition and of omproving their possibilities of maintaining contact with their own culture.

When it comes to teaching materials in Turabian (the spoken language), the most acute demand is for reading-training materials, word lists, and teaching aids for introduction to the world around - civics. The need for tuition material in the written language, Syrian, is not considered acute. Some has already been produced or is under production in Sweden. Another possibility is to import teaching materials from some other country.

2.5.6 Choice of native-language teaching materials

From an investigation reported in "Municipalities and native-language teaching material" (NBE report, 1980) it appears that it is the teachers who in reality choose the teaching material. School administrators seldom have any pedagogical opinion about the choice of teaching materials. Their part in the work, as a rule, is confined to seeing that the orders are kept within budget limits. The formal decision about choice of material is, however, always taken by the local school board.

The method of choosing teaching materials for native-language tuition varies, depending on the size of the language group, the availability of information etc. The choice of teaching material is nearly always based on the teaching materials catalogue published by SIL, often complemented by their own local lists.

The choice of teaching materials and the placing of orders is generally carried out in accordance with the routines laid down for other school teaching materials. Naturally, the way teaching materials are chosen varies from language group to language group, depending on the size of the group, availability of information etc. Generally speaking, it is the native language teacher who chooses the material. Teachers who use the same native language usually consult with each other before a choice of material is made. For those languages with a sufficiently large pupil-base to warrant their own principal teacher, the choice of teaching material is often made in conference.

Teachers who have been in Sweden for some years, soon lose contact with the pedagogic development in their home countries and have difficulty, therefore, in getting an overall picture of the market for teaching materials there.

Many native language teachers have no training as teachers nor have they pedagogic experience of any length. It is not unusual for the native language teacher to have other work as his principal occupation with teaching as a side-line. This is so in the larger towns and cities but probably, most of all, in the small communities where the pupil-base for certain language groups is too small to justify someone being employed full-time. There are, therefore, a good many native language teachers who lack knowledge about teaching materials which the trained and experienced teacher has. The inexperienced teachers often have great difficulties in finding suitable material. In nearly all municipalities, the school administrators are Swedes who have no knowledge of the availability and quality of the teaching materials in various languages. It is, therefore, difficult for them to give the inexperienced teacher any assistance at the choice of teaching materials. The teacher often requires more help with the choice of materials than the teaching material catalogue can offer him.

2.5.7 Swedish as a second language

Many of the teachers who teach immigrant children Swedish, lack both the experience

and the training for it. Teachers are, for example, used to all subjects being coupled to levels of study with fixed curriculums. When it comes to Swedish as a second language (Sas), such a division into study levels cannot be applied. Tuition for beginners must be able to be offered in all years and at all levels.

The need for an individualisation of tuition is greater in Sas than in any other subject, since immigrant pupils represent so many different first languages, about 140, and have such varying social, language and cultural backgrounds. The teacher has generally not received any special tuition in how to deal with such a teaching situation.

Tuition in Swedish as a second language is aggravated by the fact that many within the school, both teachers and school administrators alike, look on it as a remedial subject, limited in time, the purpose of which is to pass pupils to ordinary tuition in Swedish as quickly as possible.

Speaking in general, the lack of suitable teaching materials has been a big problem for instruction in Swedish (Sas), as it has for other languages. The supply of teaching materials for beginners (A-C on the CBS six-grade, alphabetical scale, see Appendix IV) in Sas has, however, very much improved. The need for teaching material for advanced instruction (D-E on the CBS scale), is still great. What is required most of all, is contrastive material, where the texts have "meaning". In the great majority of text books, the content is subordinate to the grammar. It is often not clear what information is being imparted . Do the texts really assist in giving the pupil a proper picture of the way of life, norms and values of the new country. In the great majority of cases, the texts take the Swedish way of life to be a self-evident norm. There is scarcely any indication that there are other ways of life. There is a great need for texts for free reading in simple Swedish that relate to the situation of the child and of immigrant youth in Sweden. Many immigrant children who go to school now, came here at an early age or were born here. They do not identify themselves with "a Greek in Greece" that they read about in books any more than they do with "a Swede in Sweden". What they want to read about and need help with, is how to find a double identity. Help in this direction could be gained from texts dealing with the "Greek in Sweden" situation.

Teaching materials for oral instruction

Pupils in composite classes and native-language classes, learn to read and write their own language. The first tuition in Swedish which these pupils receive is purely oral. The idea is to avoid disturbing their learning to read their native language by trying to learn another written system at the same time. However, there is a great risk that this first, oral tuition in Swedish can be unsystematic. As yet, there is no well-thought -out method nor any teaching materials available for such oral tuition in Swedish as a foreign language.

Teaching materials for learning to read and write

The great majority of immigrant children learn to read and write Swedish. This does not present any problem for many of them. They have such a good knowledge of Swedish that they learn to read without any great pain. For others, however, there are great difficulties. Their proficiency in Swedish is not sufficiently high nor their vocabulary sufficiently large. The teaching materials which are used for learning to read, do not take consideration of the fact the the pupil is learning to read in a second language. This results in the traditional tuition material for reading often containing language which is too difficult for the immigrant child to understand since there are too many unusual and infrequent words, difficult clause constructions and plays on words which may be quite clear to a Swedish pupil but are often incomprehensible to immigrant pupils. There is, therefore, a great need for teaching materials which take heed of the fact that learning to read is being carried on in a second language and which, at the same time, both increases vocabulary and gives practice in grammatical construction.

Teaching materials for tuition using Swedish as the language of instruction

There is a great need for materials for teaching where the instruction is carried on in the Swedish language. This applies both to social studies and science teaching materials in Swedish alone, for the first introductory instruction before the pupil can take part in instruction in the class as a whole. Summaries of important items in the course in simple Swedish would help the immigrant pupils in the class before they were in a position to benefit wholly from the contents of the text books. There is still a great need for terminological word-lists and dictionaries for all language groups.

2.6 How are tendencies towards social isolation to be counteracted?

In this section, question 2.11 of the government directives is dealt with:

- How are the tendencies to social isolation to be counteracted and how can immigrant pupils take their place, in a natural way, in the system of free activities which form part of the school day.

In Appendix III, there is an excerpt from a local working plan from a junior and intermediatory school. This isintended to provide a concrete example of how a school in a municipality where there are many immigrants, is trying to counteract social isolation.

2.6.1 Social contact network of immigrant pupils

In the SPRINS project, these were some of the questions put to teachers concerned with immigrant instruction:

What network of social contacts do pupils have, i.e. what Swedish-speaking and native-language contacts do pupils have outside the classroom?

The responses to this question reflect the widely diversified ways of life and forms of social intercourse. On the one hand there are individual differences which are normal of course for all groups irrespective of the language concerned and on the other there are certain traits that can be discerned which are typical of some nationality groups.

Native-language class

36 of the 45 teachers who teach in native-language classes, have answered this question, some concisely and others at condiderable length. Since the pupils of these teachers all have Finnish as their first language, the differences in forms of social intercourse are mostly of an individual kind. One explanation for differences which is often given, is that the residential area is of great importance in determining the sort of contact network pupils have. Immigrant children who live in areas where Swedes are overwhelmingly predominant, mix mostly with Swedish children in their leisure time. Many take part in Swedish leisure activities and, in that way, make Swedish friends. The opposite applies to those children who live in districts where there are many immigrants. The importance of leisure time interests is often mentioned. Pupils who have no hobbies, do not take part in any sport or other leisure time activity, are those who run the greatest risk of being isolated and being without Swedish-speaking contacts. At school, pupils mix mainly with

others in the same class and at home, social intercourse is most often confined to others in the same language group. Only a few of the teachers in the native-language classes could point to pupils without any Swedish-speaking contacts at all. The majority were said to have at least some such contact and a number even have as many Swedish-speaking contacts as native-language contacts.

Swedish-speaking class

39 of the 66 Swedish class teachers have replied to this question.
The immigrant pupils that these teachers have in their classes appear to have a somewhat different social contact pattern than the pupils in the native-language classes. It seems to be very much more usual for immigrant pupils in Swedish classes to have many Swedish friends - not only at school but also during leaisure time. Only a small number of the pupils appear to have contact predominantly with friends from the same native-language group - the most usual is that Swedish contacts predominate. To some extent, this depends on the size of the immigrant group: in the large immigrant groups it is more usual for children to have more native-language contacts and few Swedish-speaking contacts. In addition, the length of stay of the family in Sweden plays a part: the longer the time in Sweden, the greater the number of Swedish-speaking contacts. For the majority of immigrant pupils who are in Swedish classes, however, native-language contacts seem to be confined to parents, brothers and sisters, relatives and, to some extent, friends of parents.

The same tendency is confirmed by the responses which have been received from 32 of the 58 native-language teachers who teach children from Swedish classes. The majority of such pupils mix mostly with Swedes in their leisure time too. This is most often said to be the case with pupils from the smaller language groups where native-language contacts may be few. Some native-language teachers also mention that it is not at all uncommon for children from the same language group to use Swedish between themselves.

Composite class, preparatory class and remedial clinic

19 teachers who teach in remedial clinics, composite classes and preparatory classes, point out that social contacts seem mostly to depend on which country the children come from, how long they have been in Sweden and the make-up of the population in the district where they live. In addition, it appears that pupils in remedial clinics and preparatory classes do not have Swedish-speaking contacts during their leisure time to the same extent as pupils in composite classes.

The impression gained previously, that many leisure interests give pupils more contacts and greater social confidence, is also pointed out by these teachers.

2.6.2 Immigrant pupil's choice of free activities

In a municipality with many immigrants, the immigrant pupil's choice of free activities in three higher-level schools was investigated.

Since the number of immigrant pupils is so great in the three schools investigated, both personnel and pupils are used to their not receiving any special consideration. Pupils who have moved to Sweden during the past four or five years, have difficulty in being accepted into the class community. Friends from their own language groups who have been in Sweden longer have, however, helped them to adapt.

To clarify the position with regard to the participation of immigrant pupils in the free activities of the school, an investigation has been carried out in three higher-level schools.

The largest immigrant group is the Finnish one, followed by the Assyrian/Syrian one with pupils from Turkey, Syria and Lebanon. Immigrants from Chile are found mostly in one of the schools. Lesser groups from Jugoslavia, Germany, Poland, Greece, Hungary and several other countries are relatively evenly distributed throughout the residential areas in the municipality.

The immigrant pupils whose choice of free activities has been investigated are pupils who need study guidance in the native language and remedial education in Swedish. In this connection, it is of less interest how those pupils with an immigrant background who have been in the class since study year 1, have a command of Swedish equivalent to that of the average in the class and are looked upon by teachers and friends as Swedish, chose their free activities.

The schools offered a number of activities. Over and above those offered by the schools, pupils could also choose "My own suggestion". One or several groups were started in the following activities:
Beginners Japanese, typewriting, weight-lifting, badminton, air-pistol shooting, photography, learning about horses, theatre, judo, volley-ball, bowling, self-defence, pottery, model-building and "starter at the stove" (a cookery group).

A few of these groups consisted of pupils from only one language group: Beginners Japanese, one group each in gymnastics, billiards, bowling and photography had only Swedish pupils in them. A group in cooking had only Finnish pupils. A textile workshop group had only immigrant pupils from two language groups - Assyrian/Syrian and Finnish. Some groups were predominantly immigrant - a photographic group, a body-building group and a cooking group. One group - choral singing - had a clear majority of Swedish pupils.

The six Swedish-speaking girls who studied Spanish, were inspired to this by Chilean class-mates. The Finnish cooking class had recruited pupils from three Finnish native-language classes. Certain "useful" activities e.g. typewriting, were often chosen by ambitious immigrant girls.

Pupils can count their normal, leisure-time activity as a "free activity" providing the time that they give to this activity amounts to at least 80 minutes a week. In this case, the school insists on getting a certificate of participation signed by an instructor or leader.

About a third of the pupils take the opportunity of getting a "certificate" instead of taking a free activity offered by the school. The activities mostly found in connection with these certificates are:

Basket-ball	which is played in a well-established association in the community with activities in various quarters of the town. Nearly all nationalities are represented on the teams.
Football	which is played in a great number of associations, both Swedish and immigrant associations such as Finlandia, Assyrian FC, Survoyo FC etc. Naturally, many immigrant pupils are to be found in their respective associations but also in Swedish football clubs. The Finlandia Association recruits its members mostly from its own nationality group but even Assyrian/Syrian boys play football in the Association teams and young Swedish people train in athletics under the auspices of the association.
Gymnastics	mainly Chilean girls
Music	in many forms in various societies and groups
Ice-hockey	played mostly by Finnish and Swedish boys in "Swedish" associations

The procedure with "certificates" is encouraged by the school, especially where individual pupils choose odd activities or where pupils choose their ordinary, in many cases, time-demanding, leisure activity as a free activity. The Swedish pupils seem to be in a majority amongst those to choose a free activity outside the school.

The headmasters have not noticed any tendency towards special "immigrant choices" except in the cases already mentioned. There is also a view that the composition of the groups is similar to the higher level of the school as a whole. The groups function well without any attempt by the school to oversee the pupils.

According to the headmasters, there is no attempt at direction by the school when it comes to mixing together different ethnic groups. Some attempts are made, however, to counteract choices of activities which appear to be too bound up with sex roles.

From a review of the composition of the groups, immigrant pupils do not seem to be socially isolated. A simple explanation for this may be that the proportion of immigrant pupils in these schools is so large. In one of the schools, Swedish pupils are in a minority. Open antagonism between pupils belonging to different ethnic groups is seldom seen in the schools, even though it is said that "barriers" are noticable between different groups of pupils.

In the schools studied, there are large groups of pupils from, first and foremost, Finland, Turkey/Syria/Lebanon and Chile, which means that in each class there are relatively large groups with the same ethnic background. The degree of social intercourse between these groups varies considerably- from possibly no mixing at all to the extent of forming a handball team with pupils from all the language groups found in the class.

As far as choice of free activity linked to sex roles is concerned, it is the Assyrian and Syrian girls who most of all show a tendency to choose traditionally feminine occupations such as cooking, typewriting and the textile workshop, and this has been noted by the schools. In accordance with the desire not to interfere in the pupils' choices, no action has been taken, apart from suggesting other activities.

3 SUMMARY AND SUGGESTIONS

3.1 General

The task of the school is to give all children knowledge and skills and to further their social development so that, after completing basic school, they are equipped for work or for further education and able to accept their responsibilities as citizens of the community. This means that the school has a special responsibility to give immigrant children teaching in their native languages and in Swedish so that they can manage the other instruction in the school and gain a good foundation. This will enable them to benefit from further education and help them to function in society. Whilst attempting to achieve the goals of the school, the goals of immigrant policy, freedom of choice, cooperation and equality, must not be disregarded. One purpose of immigrant policy, amongst other things, is to ensure that immigrants shall be free to choose if they want to return to their former home countries or remain in Sweden. In today's economic situation, comparatively many of those who are not hindered politically from returning, do return. From the information available, the children of these emigrants often encounter problems on their return. Most of these problems are of a general nature and have to do with the move itself. The Swedish school must accept its share of the responsibility, but many of the problems of returning are outside the school's control.

Finnish pupils are in a special class of their own. They constitute nearly half of all immigrant children and they are Northeners. The five Nordic countries have accepted in various ways a special responsibility for citizens in neighbouring Nordic countries. Residence permits and work permits are not required, there is a coordinated social-security system and no passport control for citizens of other Nordic countries. In the agreement on cultural cooperation between the Nordic countries, which came into force in 1972, the countries reached agreement to "extend the possibilities for students and others belonging to the Nordic countries, to educate themselves and take examinations at educational institutions in the other Nordic countries" (Article 3) and to "try to meet the demand of a citizen of one Nordic country who lives in another Nordic country for instruction in his native language" (Article 3). At the Nordic Advisory Committee meeting in Helsinki, 1982, an agreement was reached on a common Nordic labour market for class teachers in the basic school. One of the goals for instruction in the Swedish basic school is, according to the Teaching Syllabus for the Basic School 80, that "pupils shall learn to know the language situation in the Nordic

countries". There can, therefore, be good reason to give special consideration to immigrant pupils from neighbouring Nordic countries and especially the Finnish pupils who constitute a very large proportion of all immigrant pupils.

An improved and developed tuition both in native languages and their use and Swedish, is one of the means by which immigrant pupils can be given better possibilities for further education and work. The way of working, the methods and the content of instruction must be adapted to the various cultural backgrounds, language environments and other circumstances of the immigrant pupils. Pupils from minority language groups are found both in sparsely-populated and in densely-populated areas. Some municipalities have only a few language groups, others have a multitude.

The central directives governing the tuition of immigrants in the basic school must be flexible so that each municipality can organise the immigrant pupils' schooling, paying the greatest possible attention to the size of the various language groups and their wishes etc. etc. Therefore, the local form it takes, should be characterised by more far-sighted planning then is the case today. The two languages of the pupil should be supportive of each other throughout the whole school period. Abrupt transitions, especially those from the preparatory school to the junior level and from the intermediate to the high level, can be avoided by good planning and teacher cooperation. When special classes for bilingual pupils are started, the schooling must be planned so that contact with Swedish pupils is facilitated and the transition to a Swedish class at the high level can take place without inconvenience to the pupil.

Even if the basic education of the immigrant pupils is improved and reoriented with a view to direct transition to the secondary school or into working life, neverthesless, the possibility of taking part in an introductory course, adds a sense of security. Immigrant pupils who need to improve their standard of knowledge before starting secondary studies should also, in future , have a chance to do so.

The various teachers that an immigrant pupil has, must coordinate their efforts and, whilst doing so, must keep in mind the total situation of the pupil. Contacts with the home should not be neglected. The local immigrant organisations and the Home and School Associations have, in many cases, taken part in the planning of the tuition and this has been of positive assistance.

Experimental programs have shown that both the organisational models, native-language class and composite class, do further the development of the pupils. In many cases the two organisational models are very like each other. A possible success or a failure in a study result, cannot be coupled to the choice of organisational model. There are other factors which play an important part such as: the attitudes of teachers and parents, teacher training, the extent, form and coordination of the teaching, the attitude of the school and the whole of the community to bilingualism and bilingual people, living conditions as well as other environmental and contact factors. What is most essential then, is not the choice of organisational model, but the internal and external factors which affect the learning capacity of the immigrant pupils, both when making use of and when learning to use, their two languages.

NBE suggests that native-language classes and composite classes with modified schedules should be able to be introduced regularly at the junior and intermediate levels of the basic compulsory school with the allocation of resources that classes normally have. NBE further suggests that all pupils who take part in native-language instruction are always included when calculating native-language resources. The small language groups however, comprise a very much larger number of pupils than those who can enter a native-language class or composite class. The right of immigrant pupils to instruction in the native language as a subject and as a language of instruction is often poorly provided for. The majority of municipalities still use the old two-hour rule for these pupils and this is, in many cases, quite insufficient. The municipalities should, therefore, be encouraged to re-allocate the collective native-language resource in favour of pupils who, at the local level, belong to a small language group.

An estimation has shown that there is a great need of training in knowledge about immigrants for school administrators, teachers and other school personnel. This tuition should endeavour to increase respect and interest for the different languages and cultures in the school. It can also be said that the pedagogic leadership of immigrant tuition ought to be reinforced. The native-language teachers' opportunities for further education should be improved. Joint training programs for native-language teachers and careers advisory personnel should be arranged and the careers advisory personnel should improve their knowledge about occupations where bilingualism would be a merit. The basic education should be

looked into. There are also indications that there are faults in Swedish instruction which are due, amongst other things, to the fact that teachers often lack training for teaching Swedish as a second language. An increased investment in bilingual welfare personnel would help immigrant pupils to adapt themselves to school conditions.

Cultural activities in the pupils' leisure time can be a valuable complement to native-language tuition. Cooperation between immigrant pupils amd monolingual Swedish pupils in connection with such activities can also help to understanding between them.

The efforts which have been made to supply parents with information about the opportunities open to pupils with minority languages, have been considerable. The need for information is, however, still very great, both locally and centrally.

More research is needed. Research up to now has shown that far from all pupils take part in remedial education in Swedish and in native-language instruction. Why is this the case? Is there any cooperation between different types of class? How are the special needs of immigrant pupils to be met?

NBE intends to continue to follow up,in the future, the development of and the results obtained from native-language instruction both in order to be able to give advice and guidance and, in case it proves necessary, to be able to make suggestions for changes in the regulations applying.

3.2 Bilingualism etc

According to Lgr 80 (Teaching Syllabus for Basic Compulsory School), one of the objectives of native-language instruction, is that it shall lay the foundation for the pupils' development towards active bilingualism - an objective which was formulated by the immigrant investigation (committee) and which Parliament approved and adopted.

3.2.1 Different designations of Swedish as a subject for different categories of pupils

Primary language, first language, native language and mother tongue are terms for that language, or those languages, which the little child acquires during

Gunnar Tinqbjörn's tableau, showing different ways of describing Swedish as a subject for different categories of pupils

Designation of subject	Category of pupil	Previous learning of another language	Simultaneous learning of another language	Pupils' commencement level	Aim	Reason for learning	Natural/ controlled learning	Method	Content of subejct
Swedish as first language (Mother-tongue Swedish)	Monolingual Swedish children and young people	- - -	Learning of a foreign language in school. English and possibly other languages	Natural learning up to commencement of school	First language level	Growing-up and living in Swedish-speaking environment	Natural spoken-language learning. Controlled written-language learning	Monolingual	Written language (increased vocabulary)
Swedish as first language	Foreign adopted children	(Possible natural learning of other first language: in addition, for a few, controlled learning at school in native country)	Learning of a foreign language in school. English and possibly other languages	Beginners' level. Natural language learning (for some very short) up to commencement of school	First language level	Growing-up (for some, shotened time during preparatory period) and life in Swedish-speaking environment	Natural spoken-language learning (under greatly shortened periods). Controlled written-language learning	Monolingual	Written language. Increased vocabulary (for some pupils, also elementary language categories, pronounciation, grammar etc
Swedish as second language	Adult immigrants	Learning of first language in home-country, natural and usually also controlled	Possibly revitalisation and development of first language - controlled learning	Beginners' level	Aiming for first or second level	Immigration to Swedish-speaking environment	Natural learning - short controlled beginner learning	Monolingual (should be based on contrasts with reference to pupils first language and culture)	Elementary language categories mainly spoken language, pronounciation, grammar, vocabulary, oral understanding and tests. First language content in all language functions
Swedish as second language	a) Immigrant children b) Native-born minoritets (Lapps, Finns and Gypsies)	a) Normally, first language learning in home-country or Sweden, natural (and possibly controlled in home-country school) b) Learning of first language - natural	Native-language learning, natural and controlled up to first-language level in minority environment	Beginners' level near monolingual Swedish child's language learning but with some limitation	First language level	Immigration to Swedish-speaking environment b) Language minitory member in Swedish-speaking majority environment	(Possible natural learning during preparatory period). Natural learning along with controlled learning (shool instruction)	Monolingual (should be based on contrasts with reference to pupils first language and culture)	First language content in all language functions
Swedish as foreign language	Students at universities and collages abroad	First language learning natural and controlled	(Possibly simultaneous learning of other or several other languages)	Beginners' level	Foreign language level/s	Cultural reasons	Controlled learning. (Natural at visits to Sweden and contacts with Swedish abroad)	Bilingual-contrast	Beginners' tution with some emphasis on written language

BEST COPY

its first years. In certain bilingual environments, the child can learn two languages as its first language(s). Those languages which the individual acquires in natural situations after the first language has been established, are called secondary languages and second languages. Typical for such a situation would be where the individual moves to a new language milieu or where the family talks one language amongst themselves (first language) and another language outside of the family. The term foreign language, or third language, should be used of a language which is learnt in an educational situation e.g. a school, and which is not used in the everyday milieu apart from the educational situation.

Thus Swedish children learn Swedish as a first language and, for example, English, German and French as foreign languages, whilst immigrant children often learn Swedish as a second language. The learning of the first and second languages is assisted by the fact that the languages are learnt in what are known as natural situations, whilst the foreign languages are mainly learnt by what are known as controlled learning. By "natural" is meant the unconscious learning of the language in the environment in which the child grows up, whilst by "controlled" learning is meant language learning with the help of teaching materials and a teacher. Natural language learning must obviously be complemented with controlled learning. This is the case, for example, of Swedish children who receive instruction in Swedish and immigrant children who receive instruction in their native languages. See also Gunnar Tingbjörn's tableau on the following page showing different terms for the subject Swedish for different categories of pupils.

3.2.2 Different opinions about what bilingualism is

The definitions of bilingualism used by different researchers, can range from "knowledge of the elements of two languages" at one extreme, to "mastery of two languages at mother tongue level" at the other extreme. The latter definition can give rise to the question as to whether one really can, other than in exceptional circumstances, master two languages (or several) equally well and if one can have two equivalent mother tongues.

One reason why it can be difficult to achieve balanced bilingualism can be that no opportunity presents itself since the environment is not bilingual.

A completely equal mastery of two languages is difficult to achieve for persons who do not live in a bilingual environment. In most cases, bilingualism means that there is some form of functional division between the languages.

One objective for the special measures taken by the school on behalf of language minorities should be that they should acquire basic knowledge in order to achieve functional bilingualism. By this is meant the ability to understand, speak, read and write two languages and to live and work in two cultures. Children with different origins have varying prospects of achieving functional bilingualism during their time at school. The aim of the school should be to give immigrant pupils language training in accordance with their individual needs. Functional bilingualism is an objective which can be achieved by some during their time at school whilst others, as a result of the school's efforts, will have received a grounding that will give them the possibility of reaching it later in life.

3.3 Native language

The purpose of instruction in the native language is, according to the goals and guidelines laid down in Lgr 80 (Teaching Syllabus for Basic School 80):

> "to maintain and develop knowledge of the language which the child uses in its daily environment. In that way, the emotional, linguistic and intellectual development of the child is aided. The child will also have the possibility of taking a living part in and feel a mutual connection with the parents/guardians cultural background.
>
> Further the purpose of the tuition is to ensure that pupils will later be able to develop bilingualism which makes it possible for them to feel at home in two cultures. They shall have support and encouragement to develop their ability to listen, understand, speak, read and write. The aim is that the pupils shall desire, have the ability and courage to use their native languages in various situations."

In Lgr 80, it is further directed:

> "Municipalities shall, in consultation with the local immigrant organisations, immigrant pupils and immigrant parents, be able to organise instruction in the way which will benefit best the all-round development of the pupils. Within the limits of the means allotted by the Government, it is the duty of the local school board to assess and balance the efforts made for tuition in

a native language, study guidance in the native language,and the native language as an optional subject. The organisation can, amongst other things, entail a larger part of the instruction being concentrated to the junior level and that special classes are organised etc."

The value of the native language as a qualification should not only be increased in the school but also in the community at large. Knowledge of two languages as a first and second language must be acknowledged as a merit in various connections e.g. for entry to different forms of further education. Examples of measures which can strengthen the position of the native language are: the development of teaching materials in the native language, an increased number of bilingual teachers and bilingual personnel and the use of the native language as a language of instruction.

Study guidance in the native language is necessary for many immigrant pupils in order that they shall be able to acquire an education. This is as self-evident as the schools giving remedial teaching in mathematics for example, to a pupil who is considered to be in need of such instruction.

The possibility of getting instruction in, and by means of, the native language, gives immigrant pupils a feeling of security and it should be available in both the basic shcool and the secondary school.

The choice of native language in the basic school and the secondary school ought not to limit the pupil's possibilities for further studies in the secondary school and in higher education. NBE considers that it would be of value if the native language could be studied as a B-language in the secondary school and, in that way, be a merit for entry to higher education.

In future grant proposals, NBE will determine if there are economic grounds for such an arrangement. Information to immigrant parents, pupils and school personnel about the importance of the native language must be more thorough and systematic.

3.4 Swedish

The aim of tuition in Swedish as a foreign language is, according to Lgr 80 (Teaching Syllabus for Basic School):

"Pupils with a native language other than Swedish and from another cultural background shall acquire such proficiency in Swedish that they can live and work in circles of friends, in school, at places of work and in society in general, on the same conditions as their school-mates who have Swedish as a native language. Tuition in Swedish as a foreign language shall be so planned that pupils shall gradually develop their knowledge of the language. As part of this development, they shall acquire a vocabulary and concepts/phrases relating to various areas. This shall lead to a standard of proficiency such that pupils can understand what others say, can acquire information and knowledge through reading and have confidence to express themselves in speech and in writing in all usual situations.

The tuition shall give the pupils a knowledge of the language such as pupils with Swedish as their mother tongue have acquired before school age and that school-mates of a corresponding age have learnt in Swedish tuition. They shall also learn words and phrases which are necessary if they are to be able to participate in the tuition in various subjects in a meaningful way.

Considerable importance must be attached to tuition in Swedish as a second language in the junior school. The ability to communicate in Swedish is necessary in order to cope with further studies after the compulsory school, as well as with working life, as was seen from the NBE project "Immigrant children and the school" (see page 6). The development of a good standard of proficiency in Swedish is also a prerequisite for taking part in the complicated work of the community, for work in societies and associations and for cultural activities outside their own group.

The goal of bilingualism places great responsibilities on tuition in Swedish as a subject. For immigrant children with a native language other than Swedish, the Swedish language is one which has been learnt partly through tuition in school and partly through contact with Swedish-speaking children and adults. Whilst Swedish as a foreign language has its own Syllabus in Lgr 80, there is a shortage of teachers with adequate training to run the courses. Teacher-training is being arranged, but not to a great enough extent. The results of research carried out

by Gunnar Tingbjörn point to the importance of those who teach Swedish as a second language having certain special knowledge e.g. contrast competence. NBE is aware that the present situation with regard to teachers is unsatisfactory and later intends to return to the problem with suggestions.

3.5 English

English is in a strong position as an international contact language. Also within Sweden, for example, the content of English in the information medias is obvious. English also plays an important part in the pupil's choice of study after basic school. To know English to the extent that one can manage, is of importance both for the pupil's self-confidence and for his further studies and/or professional work.

It is, therefore, essential to ensure that pupils with a native language other than Swedish, participate as far as possible in the English instruction at the basic school on the same conditions as the monolingual Swedish children. At the same time, there must be a readiness to find invidividual solutions by modifying schedules, remedial education or other measures which are intended for the pupil's best.

Study guidance in the native language and tuition in Swedish is given priority in the case of pupils from immigrant families who come directly from their native countries and are placed in the Swedish school in one or other of the study years 2-9. From the beginning of study year 4, at least, there is such a large element of reading in the English course that pupils must have a reasonable mastery of Swedish to be able to understand the text and keep up with the work of the class. Individual decisions as to when English can be commenced, must be made (the pupil can, of course, have studied some English in his home country. In Finland, for instance, pupils begin studying English in study year 3).

The idea of offering English as a B-language at the higher level in the basic school and in the secondary school for immigrant pupils who enter the basic school at the intermediate level without previously having studied the subject, seems not, as yet, to have found support from the teachers. NBE intends to carry out further investigations. It should be possible to exempt from English the very few immigrant pupils who enter the basic school at the high level stage without previously having studied the subject. That would make their study situation more favourable. These pupils should afterwards be given the opportunity of

studying English as a C-language at the secondary school level. Before these two suggestions could be put into practice, questions of competence must first be solved satisfactorily. The scheme must also be possible, from an economic and organisational point of view.

Immigrant pupils who begin in the basic school in study year 1, can usually commence English studies at the same time as the other pupils i.e. in study years 3 or 4. To postpone the start to study year 5, often entails difficulty in reaching the regulation number of hours required in the basic school. Bilingual pupils who have difficulty with English should be offered remedial education. Another solution is to put English in parellel with several study years and let pupils take the course in English which is at the nearest suitable level.

Native language teachers should be given the opportunity for further education in English so that they will be equipped to give tuition in English using the native language for assistance. This further education in English should be designed to help the teachers to improve their understanding of the contrasts between languages (see page 49). NBE will give due consideration to this when preparing lists of current needs for further education.

3.6 Cooperation between preparatory school and junior level of basic school

The committee investigating the language minorities at pre-school age (SOU 1982:43 - Official Govt Committee Reports), has suggested that the language of the pre-school child should be registered. The information so obtained would provide an important basis for the planning of native-language teaching in the school. At the same time, an effort should be made to increase the degree of cooperation between the preparatory school and the basic school at both the organisational and pedagogical levels. If the efforts of the school are to have the desired effect, remedial education in the native language in the preparatory school, carried out consistently, is a necessity.

Combined planning and energetic cooperation as far as pedagogic objectives are concerned, ways of working and organisational co-planning, are in further need of development at the local level. It is essential that cooperation between personnel in the preparatory schools and in the junior basic school be improved.

This can be brought about by personnel having further joint education and by improving the possibilities for them to plan and discuss native-language remedial education and the aims, content and work-routines of tuition. The National Board of Education has given priority to questions relating to developments at the elementary and junior levels in the petita for budget year 1983/84.

3.7 Native-language or composite class?

It is only possible in theory to decide, whether by experiment or other method of investigation, which type of organisation is best - native-language class or composite class. It would entail an extremely time-consuming and costly investigation, where separate note would have to be taken of and consideration given to a great number of variables and to the extent to which they influence language-learning, the development of identity in the child and its mental and social development. A comparison could be made here with the evaluation of English at junior levels, in spite of the fact that this investigation dealt with a question, the complexity of which was almost negligible, as compared with that of language tuition for immigrant pupils. The cognitive and social development of the pupils, as well as the development of their personalities, are intimately connected with language development. These components are extremely difficult both to measure and to judge.

It is, of course, not possible, by means of research and experiments, to decide with any certainty, just how long immigrant pupils should continue in their own classes. But from the point of view of educational policy, a stand can be taken. NBE is of the opinion that it is primarily at the junior and intermediate levels that there can be reason to organise native-language and composite classes. NBE suggests that it should be possible to arrange both of these forms of class on a regular basis at these levels.

In the future too, the principle should be to have Swedish as the main language of tuition at the high level and in the secondary school for children who have had most of their schooling in Sweden. The possibility of arranging native-language tuition at both the high level and secondary school stages should remain, however. In that way, immigrant pupils too would have the chance to benefit from all the

courses offered by the secondary school, and be able to educate themselves for all kinds of occupations. This is of the utmost importance, irrespective of whether they, as adults, remain in Sweden or return to their original home countries.

Each individual school ought to decide, in consultation with parents, which language of tuition is most suitable, keeping in mind the overall possibilities of achieving the objective set for the tuition. The possibilities of arranging tuition in the native language vary considerably, depending a number of factors. Among these can be mentioned the pupils' home (geographical)location, language and age variables, the total resources available to the municipality in question, the availability of teachers and of teaching materials as well as schedule possibilities and the availability of premises.

When pupils are taught in their native languages in a native-language class or a composite class, great attention must be paid to the content of the tuition in Swedish both in terms of subject and language of tuition, in order to ensure that it is of good quality and sufficient in quantity. The aim of the tuition is bilingualism and, for that reason, careful attention must be paid to the tuition in both the first and second languages. NBE considered suggesting a framework schedule for the two languages so that a minimum number of hours would be guaranteed but decided against the idea in view of the very varying circumstances which exist. Instead, the directives at present in force should clearly emphasise the importance of a sufficient amount of time being assigned to both languages. In the opinion of NBE, there is otherwise no necessity to centrally modify the schedules for the junior and intermediate levels.

It is important, both for pupils in native-language classes and composite classes, that cooperation between Swedish pupils and immigrant pupils is achieved, in order to counteract segregation.

3.7.1 Native-language classes

Two languages are found in native-language classes - the native language and Swedish. The expression "monolingual" classes, cannot and should not be used in connection with these classes.

With native-language classes, the principle of tuition in the native language as a subject and using it as a language of instruction, in a normal school schedule, has been realised, as far as the native language is concerned. But apart from this, there remains another very important factor which must be taken into account. As a consequence of the native language being the principal language during the junior stage and parts of the intermediate stage, the other component of the pupil's bilingualism, Swedish, must be learnt as a second language.

A very important advantage for all parties concerned with the tuition, is that the pupils do not need to miss other tuition in order to get support in their two languages. It is quite evident that the native language will gain in prestige from being, like Swedish, a language of tuition. The mental and social factors are probably more important than the pedagogical ones and they, in turn, are more important than the learning-psychology factors.

In the report on Källström's investigation 1981 (SPRINS 1982:9), it was stated that in those school districts where there were native-language classes, the headmasters took a positive view of this type of class. The advantages which were gained, mostly had to do with the individual development of the native-language class pupil. They concerned the pupil's sense of security, from a social, psychological and language point of view. One other thing judged to be very positive was the interest in school work shown by the parents and their participation in this work. In addition, many consider that the organisation of tuition for minority children has been facilitated.

Among the disadvantages, the problem of the social development of the pupils vis-à-vis Swedish pupils (in other words, isolation) and problems in connection with teachers, are considered to be the most difficult. The transition from native-language class at the intermediate level to the high level with tuition mainly in Swedish, can be very difficult for pupils unless their tuition right from the beginning, in study year 1, has been planned with this transition in mind. Good cooperation between the native-language classes and the Swedish parallel classes is, therefore, necessary.

3.7.2 Composite classes

Composite classes are often formed when the number of pupils is not sufficient to form a native-language class. Some municipalities introduce composite classes

at the intermediate level in order to facilitate the transition to the high level. As was the case with the native-language classes, the attitudes to this form of organisation on the part of those involved: pupils, teachers and parents, were positive.

In NBE's view, composite classes in general provide the same possibilities as the native-language classes. There is, therefore, no reason to regard composite classes as being second-rate alternatives.

3.8 Text-books and other teaching aids (teaching materials)

3.8.1 Teaching materials for native-language tuition

Two main types of teaching materials are required for native-language tuition: first, teaching materials used for teaching the native language as a subject and, second, teaching materials used in the teaching of other subjects where the native language is the language of tuition.

When it comes to tuition in the native language as a subject, priority must be given to the development and production of material for pupils with a somewhat lower standard of proficiency in the native language. The content of such materials should be interesting and have a direct relevence to the everyday life of the pupils.

For tuition using the native language as the language of tuition, there is a great need of various types of terminological word-lists and summaries. The most serious shortage is due to the total lack of books and teaching aids in subjects dealing with civics and social studies. Teaching materials for these subjects, and civics in particular, should be produced in Sweden. In this connection, it is important that all authorities, organisations and others concerned, should use a standardized "social terminology" when describing their activities in different immigrant languages. The teaching materials required for tuiton in the majority of subjects at the junior level in the native-language and composite classes, must be produced in Sweden. Some development work is already going on in the sectors which have been given priority.

3.8.2 Teaching materials in Swedish

During the past few years, some teaching materials in Swedish as a second language have been produced. For teaching beginners, the supply of teaching materials is good. When it comes to the high level, suitable materials for tuition in Swedish as a second language is still lacking. For that kind of tuition, it is important that there is a variety of textual, aural and picture materials available. Much of the material produced for ordinary Swedish tuition is completely or partially usable. It is important that pupils have available "easy readers" for free reading. It is a matter of urgency to build up collections of literature containing books both of an "experience" type and factual type books. This type of reading material in Swedish could also, with advantage, be used for Swedish tuition in our schools abroad.

3.8.3 Other teaching materials

Apart from regular material, other types of teaching materials, such as dictionaries, word-lists and summaries in Swedish or native languages are needed. It would be impossible to produce summaries and similar books for all subjects and courses and in all native languages - about sixty - which are found in junior and adult education. This increases the demand for the development of "remedial teaching materials" in simplified Swedish, to satisfy the needs of different kinds of tuition.

3.8.4 Need for help with production

In order to meet the demand for teaching materials for immigrant tuition, comprehensive production of teaching materials within Sweden is required. In addition, improved information is necessary about books and teaching aids for which NBE requested increased allotments in its Budget Proposals for the year 1983/84. It may be possible to arrange some kind of cooperative production with some of the countries from which immigrants come. But most of the development and production must take place in this country. In NBE's opinion, the means which are at present allotted in support of production are insufficient. Therefore, NBE intends to take up this problem in forthcoming Budget Proposals.

3.9 Competence and conditions of employment for teaching personnel in native-language tuition

Due to the investigatory work on this question having been delayed, NBE will make suggestions at a later date concerning changes in the regulations now in force.

1982-09-15

I Decree concerning experimental programs for modified schedules in junior and intermediate schools for native-language instruction (1979-06-21)

In the communication issued on the 21st May 1976, Parliament reported its decision regarding the Government Bill concerning the internal functioning of schools, etc. together with other motions (Bill 1975/76:39, Standing Committee on Education 1975/76:30, PC 1975/76:367).

In the communication of the 29th May 1976, Parliament reported its decision regarding the Government Bill concerning native-language instruction for immigrant children, together with other motions (Bill 1975/76:118, Standing Committee on Education 1975/76:33, PC 1975/76:391).

By virtue of their decision of 6th July, 1978, the Government permitted the continuation of the experimental program during the school-years 1978/79 to 1981/82 for the modification of schedules 1 and 2 for Finnish preparatory classes in junior and intermediate schools in Norrtälje Local Authority.

The School Board in Luleå have requested approval for the modifications made to the schedules for class 3 of the Finnish preparatory classes during the school-year 1978/79 and for permission to make certain modifications to the schedules for classes 3 to 6 of the Finnish preparatory classes from school-year 1979/80 until further notice.

The National Board of Education, on the 12th February 1979, issued a statement on this matter.

In the communication of 26th February 1979, The National Board of Education proposed that general permission be given to those Local Authorities who intended to provide native-language instruction in single-language groups to modify the schedules for junior and intermediate school classes.

Danica Wolf, who represents certain Jugoslavian parents in Stockholm, has requested that native languages be made obligatory subjects in schools and that single-language classes for Serbo-Croatians be set up.

The Government, who leave as it stands the matter of the modifications to the schedules for class 3 of the Finnish preparatory classes in Luleå in school -year 1978/79 carried out by the School Board in Luleå and also leave open the matter of the request made by Wolf concerning native-languages as obligatory subjects, hereby issue the following regulations.

1. The experimental program for modified schedules may be organized - without the hindrance of the relevant general regulations concerning schedules - for junior and intermediate schools for the purpose of testing and evaluating different forms of native-language instruction during the school-years 1979/80, 1980/81 and 1981/82.

2. The experimental program shall embrace preparatory classes (that are known as native-language classes), in general agreement with the National Board of Education's recommendations, as well as other organizational forms (composite classes, joint classes, etc.) for native-language instruction in junior and intermediate schools.

3. The National Board of Education will take into consideration those policies etc., for experimental programs which are contained in the attached memorandum (see below).

4. The experimental program is to be carried out in those Local Authorities decided by the National Board of Education.

5. The National Board of Education gives notice of those instructions and the information required to put this decree into practice.

6. It is the responsibility of the National Board of Education to report on the program on the 1st September each year, and to submit a comprehensive report and recommend measures to the Government by 1st October 1982 at the latest. At the same time, the National Board of Education shall also report on the experimental program for single-language preparatory classes in Norrtälje Local Authority.

7. The experimental program should not involve increased expenditure for the state.

The Government further direct that the application from the School Board in Luleå with regard to the experimental program for the school-year 1979/80 and until further notice and that the application from Wolf[1] with regard to the setting up of single-language classes for Serbo-Croatians shall be handed over to the National Board of Education for further consideration.

Appendix to the Government Decree 1979-06-21 on the experimental program for modified schedules

Policies for experimental programs for modified schedules for junior and intermediate schools for native-language instruction 1979-06-21

Parliament has reached a decision concerning native-language instruction for immigrant children (Bill 1975/76:118 Standing Committee on Education 1975/76:33, PC 1975/76:391). The Government, on 15th March 1979, decided that a survey of the whole issue of the language situation for immigrant children in pre-schools shall be carried out by a special parliamentary commission.

1. For experimental programs, the following points should be noted:

1.1 Information
The Local Authorities are responsible for informing all immigrant children and their parents of the opportunities for native-language instruction (cp. Bill 1975/76:118 pp 110 -111).

1.2 Plans of Action
The Local Authorities, on the basis of an annual register of the need for special measures for immigrant children, shall establish a common plan of action for the best use of the Local Authorities' total resources for native-language training, native-language instruction and remedial teaching of Swedish with regard to the individual needs of each child in the pre-schools, compulsory schools and secondary schools (cp. Bill 1975/76:118 pp 82-83). Native-language training for pre-school children shall be carried out in the first place within the framework of the child-care services provided by the Local Authority.

1) Danika Wolf, as representative of certain Jugoslavian parents in Stockholm, had requested that single-language classes for Serbo-Croatians be set up.

1.3 Pre-school - Compulsory School

Priority is to be given to measures in the pre-schools and the junior and intermediate schools (cp. Bill 1975/76:118 pp 74-77). Children at this age should be given the earliest opportunity to consolidate and develop their native-languages in order to achieve active bilingualism.

1.4 Consultation - Organization

The report on Bill 1975/76:118 states the following with regard to the organization of native-language instruction: "It is also important that means be found for the immigrant child's Swedish teacher and the native-language teacher to co-operate well. The Immigrant Committee has therefore, sketched nine suggested models as to how pupils can be grouped in the junior and intermediate schools .....
I agree with the NBE's statement that these suggestions can well form the basis for local development work and that they should be tried ..... For my own part, I consider that it must be the responsibility of the Local Authorities, in consultation with the local immigrant organizations, immigrant parents and immigrant pupils, to organize the instruction according to the model which best suites the all-round development of the pupils and their school situation." (p 95)

1.5 English Instruction

Special measures may be taken to facilitate the immigrant children's study of English (cp. Bill 1975/76:118 p 96).

2. When reporting on the experimental program, the following issues are among those which should be illuminated:

2.1 In what way has a comprehensive plan of action been drawn up for the use of resources for native-language training within the child-care services and immigrant teaching in the compulsory and secondary schools?

2.2 How have the parents of immigrant children been informed about the opportunities for immigrant teaching offered by the Local Authority?

2.3 What forms of consultation exist at the local level for the organization of immigrant teaching?

2.4 How are the resources for immigrant teaching allocated with regard to the needs of pupils from the small language-groups?

2.5 In what ways has the native-language training in the pre-schools been co-ordinated with the native-language instruction in the compulsory school?

2.6 In what way, and when, is Swedish instruction introduced into immigrant teaching so as to promote active bilingualism?

2.7 In what way, and when, is the successive transition from instruction in the native language to instruction in Swedish carried out?

2.8 What effects have the different solutions to the problem of English instruction for immigrant children with regard to their level of competence at the end of class 9?

2.9 How does one guarantee that the teaching materials used in single-language preparatory classes (that are known as native-language classes) meet the demands made by the applicable aims and policies for instruction in the compulsory schools?

2.10 To what extent do the different forms of native-language instruction meet the demand that the pupils be actively bilingual and thereby, at the end of their compulsory schooling, be given the opportunity of a free choice for further study and/or area of employment?

2.11 How is the tendency towards isolation to be counteracted and how can the immigrant pupils be introduced in a natural way into the free activities available in the comprehensive school-day?

2.12 How has the experimental program been administered within the Local Authorities?

2.13 In what way does the state subsidy system influence the form of native-language instruction?

3. Other

In the communication of 26th February 1979 mentioned above, the National Board of Education presume that the Local Authorities observe the applicable competence and employment conditions for teaching staff when organizing immigrant instruction. In a complementary communication, the Board report that there are grounds for revising the rules for teaching competence for instruction in single-language preparatory classes (hat are known as native-language classes).

The National Board of Education should investigate the competence and employment conditions teachers have under the different forms of native-language instruction. Any suggested changes with regard to the present competence and employment conditions for teaching staff for native-language instruction will be made, at the latest, together with the evaluation of the present experimental program, on the 1st October 1982.

1982-09-15

II Relationship between primary language and secondary language - state of research and hypotheses

This excerpt is taken from "Pedagogic papers" 1981:6, Institute of Education at the University of Lund - "Mother-tongue classes and composite classes for children of immigrants" by Horst Löfgren.

Various researchers' opinions about the relationship between the two languages

A point at issue between certain education researchers has been the relationship between L1 (=native language, mother tongue, first language, primary language) and L2 (=second language, secondary language), i.e. if L1 is a pre-requisite for the successful learning of L2 or not. At one extreme there is the opinion that L2 ought not to be commenced before L1 is sufficiently well-established. Advocates of the other extreme opinion say that the learning of L2 should be commenced as early as possible and that language proficiency in L1 is of minor importance. Amongst the representatives for the former opinion are Skutnabb-Kangas and Toukomaa (1976, 1977), who say that there is a dependency-relationship between L1 and L2 in that good proficiency in L1 is a necessary requirement for good development in the secondary language. A low standard of proficiency in L1 will prove a hindrance to the development of L2. If, on the other hand, L1 is sufficiently developed, the pupil is receptive to an intensive program in L2 with quick acquisition of L2 as a result. In addition, the new language need not influence the primary languages in any negative way. Cummins (1978) is also of the opinion that the level of proficiency in L1 is decisive for acquiring L2. He points out, however, that the picture can be complicated by the fact that the result of the teaching is not only dependent on teaching method factors but is also related to a great extent to social factors to which Paulston (1975), Cohen (1976), Bowen (1977) and Tucker (1977) have drawn attention. Löfgren has discussed, in a more general way, the influence of various factors on teaching results in school.

Amongst those researchers who recommend an early start for L2-teaching Ekstrand (1978a, 1979b, 1979, 1980) and Oksaar (1979) can be mentioned. Even if Ekstrand does not deny that L1 can have importance for L2 teaching, he considers that L1 is only one amongst several factors and that its importance has often been over-stated. As support for this view, it is claimed that the relationship between L1 and L2 in the majority of the investigations is relatively weak, for example weaker than the relationship between two foreign languages. The relationship between L1 and L2 is no stronger than the relationship between language proficiency and a non-verbal talent, which could be taken as an indication that the pre-requisite for successful learning of L2 is, rather, a question of talent. Penfield & Roberts (1959) discuss some biological theories and with reference to plasticity and thalmus theories recommend that language learning ought to be commenced early. Children have a greater ability to imitate while young and, in addition, certain language centres in the brain are more easily influenced at an early age. Anderson (1979) is also of the opinion that children should be trained early on to be bi-lingual and, if possible, learn to read in both languages.

Positive results from a bilingual situation are also reported by Albert and Obler (1978). They found substantial evidence for the conclusion that bilinguals have a greater ability to deal with abstract language material and that they demonstrated a greater cognitive flexibility. Bilinguals have greater linguistic competence and their verbal ability matures earlier than for monolinguals.

One argument which is advanced by those who want to wait with L2 teaching, is that it is necessary to master one's own mother-tongue in order to develop one's personality. Since language is essential for intellectual social and educational development, an imperfect command of the mother-tongue can result in social and emotional disturbances (Skutnabb-Kangas & Toukomaa, 1976; Malmberg, 1977a b; Heyman 1970). Immigrant children with an imperfect command of L1 have been shown in some studies to have more such disturbances than other children (Aurelius, 1978).

As far as the question of whether there is a critical period in a human being's language development is concerned the opinion has been expressed that in order to learn a new language up to mother-tongue level, it is

necessary for learning to take place before puberty. In particular, it has been noticed that pronounciation does not come up to native-speaker level if learning takes place after puberty. As an explanation, reference has been made, amongst other things, to the lateralisation process. Malmberg (1977, page 136) says, for example, that "it is during puberty that the location of language ability in the left or right side of the cerebral cortex is fixed." Ekstrand (1979) has worked at a long list of theories in connection with the problem of the optimal learning strategy in relation to the age of the individual and his view is that there are plenty of theories but, unfortunately, very little empirical evidence. From his own empirical studies, Ekstrand draws the conclusion that "second-language learning ability becomes increasingly better with age, beyond puberty" (page 16). Since neurophysiological theories have not been able to be proved empirically, Oksaar (1979, page 55a.f) presents an interesting hypothesis about why older children and adults so seldom achieve native-speaker proficiency in all aspects of language proficiency when learning a second language. She points to motivation as a significant factor!

> "Why is there only talk of not being able to learn a new language with native-speaker competence - it could just as well be a question of not wanting to, even if unconsciously. There is much to support this: personality and identity are formed during this period and language is, as we know, not only a method of communication, but also question of identity. One does not change one's identity without reason. Many bilingual informants in my project have stated that they feel as though they are actors when they talk the other language with "perfect" pronounciation." (Oksaar, 1979, page 56).

There are researchers who express the opinion that the ability to learn languages does not decline with increasing age. This, however, does not mean that one should wait with the learning of another language.

A hypothetical model showing the relationship between first and second language

Researchers who have discussed the question of whether there is a critical period in development, i.e. when it could be especially suitable to commence learning L2, are of the opinion that there must first be a firmly established semantic system in L1 before systematic learning of L2 can begin. If this is not the case, then the development of both languages is disturbed.

Hedman (1978), in a discussion concerning the point of time for the commencement of teaching L2 and the suitability of many different languages (L1 and L2) as languages of instruction tried to illustrate, hypothetically, the relationship between L1 and L2 with the aid of diagrams.

The proficiency of the immigrant pupils in their native languages decreases rapidly if sufficient instruction in the native language is not continuously pursued (see Toukomaa & Skutnabb-Kangas, 1977). Proficiency in L2, in this case Swedish, increases rather slowly, according to these researchers, and it is hardly worth-while to try and speed up the development by setting in more resources. Learning takes time and the rate of progress is bound up with the total developmental level of the pupil.

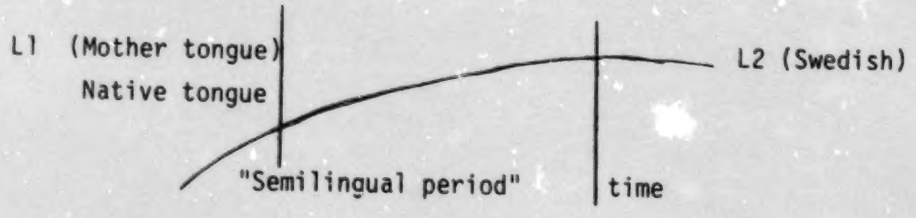


Diagram 1 The hypothetical language proficiency level of L1 and L2 in a situation where training in L2 has commenced but the native language has not been maintained.

Hedman is of the opinion that what is known as the concept of semilingualism here has a real meaning. (The meaning of semilingualism is not clear and is value-loaded. Therefore, many researchers today, amongst them Prof. Els Oksaar, question this concept). If the mother-tongue is not maintained during the period when proficiency in L2 has still not reached a sufficient level, then the pupil lacks a satisfactory medium for learning. During this period, the pupil is semilingual and this can result in serious disturbances in intellectual and emotional development. The semilingual period has consequences, not only for school work and progress in studies, but also for the development of the pupil's identity.

> "That proficiency in the native language rapidly decreases does not mean that the language has been completely forgotten. It is the ability to use the language actively which withers away, but the passive vocabulary can remain large for a long time. When comparing the languages of instruction to be chosen from, there is a risk that only the active language is considered." (Hedman, 1978, page 19).

It is possible that the vocabularies of L1 and L2 are as shown in diagram 2.

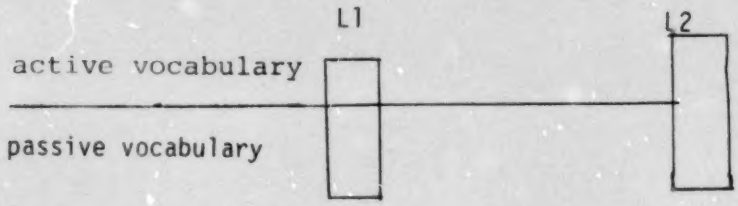


Diagram 2 The hypothetical relationship between the active and passive vocabularies of L1 and L2 during a semilingual period.

The above diagram can also provide an explanation as to why many insist that the basic reading and writing still should be taught in the mother tongue. According to Goodman (1967), the reading process is an advanced psycho-linguistic guessing-game. In order to understand the words read, the reader employs, to a great extent, his passive vocabulary. To read means to test hypotheses (guess, predict) with the help of the semantic and syntactic redundancy of the language. One uses a data base (the semantic network) of cognitive structures (concepts and categories) which are stored in the long-term memory. For that reason, it may be a correct conclusion that learning to read should be carried out in the best language.

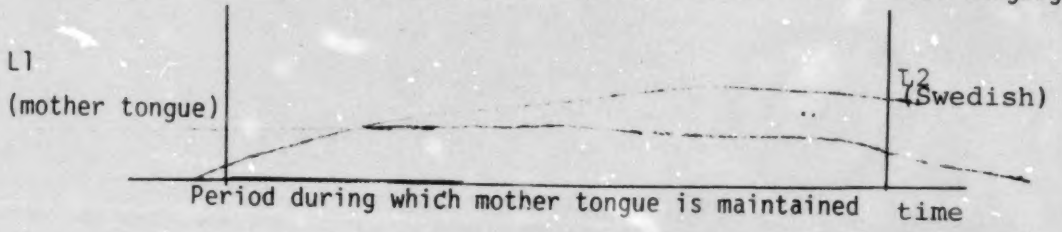


Diagram 3 The hypothetical language proficiency level of L1 and L2 respectively in a situation where tuition in L2 has commenced and where the mother-tongue language is still being maintained.

If the mother-tongue is still being developed i.e. if instruction is given in the primary language during that time which is necessary to achieve a sufficient proficiency in the secondary language, then the risk of a troublesome semilingual period is diminished. As can be seen from diagram 3, L1 can function as a language for learning during the

time that it takes for L2 to develop. This can mean that intellectual, social and emotional development takes place in a more normal way. It should perhaps be emphasised that the drop in the L1 graph does not necessarily mean that the absolute level of proficiency in the language drops. Quite the opposite, L1 can continue to improve, but by comparison with contemporaries in the home country it is reasonable to accept a decline.

In a situation of the type presented in diagram 3, the pupil is not exposed to such a troublesome semilingual period as in diagram 1 and intellectual, social and emotional development can take place in a more normal way.

No age limits have been entered on the time axis. Even if a "critical period" probably can arise when L2 instruction commences, the risk of disturbance can possibly be greater within certain age intervals.

Obviously, such facts as the period of residence in Sweden and the language which is used in the home can be of decisive importance. If the child has a good command of the mother-tongue and L1 is, at the same time, the language used in the child's home environment, then there is no reason why L2 instruction should not commence when the child starts school. During the junior and intermediate stages, the child's need for social contacts outside the immediate home environment increases and before the high level is started, L2 should be sufficiently developed so that it does not constitute a hindrance in school work and during leisure time. Such a school model can mean that basic reading and writing instruction takes place in L1 and that there is a successive transition before the high level to L2 as a language of instruction with the potential which native-language instruction gives, it should be no problem to prevent too steep a decline in L1. It must also be taken into account that at whatever stage tuition in L2 is introduced, it takes a certain amount of time to achieve sufficient competence.

1982-09-15

III A concrete example of how a school in a town with many immigrants tries to counteract social isolation

An excerpt from the local working plan from junior and intermediate school in a town with many immigrants shows one way of trying to reach understanding across national boundaries:

Parents - school

1. Co-operation with, and information to, parents takes place in the same way as in Swedish classes. We would, however, draw special attention to the following:

- Parents of children in study year 1 (Finnish class) should obviously be invited to the large parent meeting in study year 1, which takes place in the early autumn. An interpreter should be available if required.

- Parents and pupils should work together in family groups in accordance with Barbro Goldinger's model which is described in "Family Groups in School". It is an advantage if family groups are formed as soon as possible, as early as in the pre-schools. The school psychologist, as representative for welfare personnel, should take part in the family group work to the greatest possible extent since the other welfare personnel are not Finnish-speaking.

- Parents should be informed about how instruction is arranged for our immigrant pupils. The slide series "Unified Classes" can, for example, be shown before the intermediate stage in the spring of study year 3 (study year 5 in Meadow School). This material is available from the Immigrant Office, tel. 2178.

Co-operation: Swedish - Finnish classes

We consider that it is important that the part of the SÖV project (on stage transitions etc.) which concerns immigrant pupils, should continue in the school.

Aim: To promote co-operation between Finnish and Swedish classes. Co-operation between classes is most easily achieved through specific activities. Time must be allocated for co-operative planning for Finnish and Swedish teachers.

Suggestions for forms of co-operation

1. Joint out-door hours or out-door days

2. Joint gymnastics and joint music lessons.

3. Joint areas of work e.g. "literature".

   Purpose: To provide the pupils with knowledge about Swedish and Finnish childrens' literature and Swedish and Finnish authors. Different groups in the classes choose an author or a story they wish to present to the pupils in another class. The presentation can be made by telling stories, dramatizing, working with "Punch and Judy" dolls, singing or reading for pupils in another class.

4. Easter and Christmas decorations and preparations. If possible, with mixed groups in different class-rooms, to give teachers an opportunity to get acquainted with all the pupils. This type of joint activity has proved to be very effective since the Finnish pupils afterwards often turn to the Swedish teacher and the Swedish pupils to the Finnish teacher for help. Easter and Christmas customs in Finland and Sweden.

5. Joint "theme" days.

6. For beginners, the material "Hi! Welcome home to me" can be ordered (Inger and Lasse Sandberg SIV + Liber). A film to accompany the study package can be ordered from the AV-centre.

Notes from a planning day in connection with the SÖV project 1981-02-09

1. Information about the aim of SÖV project.

2. Purpose of planning day: to work out tips and ideas for school work during spring -81. Importance of new teacher being informed is stressed.

3. Summary of work - Autumn Term - 80:

Joint "theme" day: Environment. Children worked in mixed groups
Joint preparation. Exhibition - posters.

4. Joint out-door days planned for Spring Term -81. To encourage co-operation between Swedish and Finnish classes, the questions used in paper-chases should be in both Swedish and Finnish. The pupils take the walks in groups with both Swedish and Finnish children in each group.

5. Joint gymnastics and music lessons.

1/2 class takes gymnastics 1/2 class, study year 4 compiles program for 1/2 class, study year 1. Pupils in study year 4 + teacher plan joint lessons. Station program.	1/2 class takes music 1/2 class study year 4+1/2 class, study year 1 take music together. Teach each other Finnish and Swedish songs.

6. AV material "Hi! Welcome home to me" (Inger and Lasse Sandberg SIV + Liber) is ordered for study year 1. Film for study package is ordered from AV centre.

7. Joint areas of work during Spring:
Literature, primarily Swedish and Finnish stories.
Purpose: To give pupils some knowledge of Swedish and Finnish childrens'literature and Swedish and Finnish authors. The presentation can be made by telling stories, dramatizing, work with "Punch and Judy" dolls, singing or reading for pupils in another class. Pupils practice reading by reading out loud for each other. Pupils practice writing by compiling small books of their own about Swedish and Finnish story characters. Contact should be made with the library. Finnish classes contact Finnish librarian at the Municipal Library.

8. Easter preparations

Swedish study year group 4 and Finnish study year group 4 together.
" " " " 1 " " " " " 4 "

Mixed groups in different class-rooms. This gives teachers the opportunity of getting to know all pupils. This type of joint activity has proved to be effective since, the Finnish pupils afterwards often turn to the Swedish teachers for help and the Swedish pupils to the Finnish teachers.

9. Make a film, possibly in connection with the area of work as "childrens' literature". Cost to be taken from PUB grant. (Bureau for Psychological Development).

10. Further work on the environment. Sweep, plant flowers and tidy up the school yard. Purchase of perennial plants and seeds. Possibly a sum of money for each class, who work out different cost alternatives. Possible joint study visit to nursery/market garden or a walk in a residential district to look at plants and flowers.

11. THEME DAY for the whole school is discussed. Should be planned during Spring and be carried out during Autumn.

Suggestion: Finnish teachers and Finnish pupils give instruction on some simple sentences in Finnish which Swedish pupils could use. In class, Finnish pupils tell about how they came to Sweden and the differences and similarities between things Swedish and Finnish. Finnish snack. Film about Finland. Finnish music and Finnish songs.

Theme day is rounded off with a staff conference for teachers. Theme: Native-language instruction. Mikko sounds out possible interest among the Finnish teachers.

IV CBS's six-grade, A-F scale, used to denote native-language pupils' proficiency in Swedish

According to the supplement to the teaching curriculum, pupils have the right to demand remedial education. The extent of this instruction for the individual pupil shall be paded on assessment of proficiency in Swedish. This assessment which should be made in consultation with the teacher who has a command of the pupil's native language, is made in accordance with a six-grade scale. Pupils who belong to groups A-E are consideredto be in need of remedial teaching in Swedish.

Proficiency in Swedish is denoted by a letter in accordance with the following six-grade assessment scale:

A. No knowledge of Swedish at all

B. Understands very simple, everyday language.

C. Understands and speaks very simple, everyday language. Can manage by himself in simple language situations at school or in everyday life in general.

D. Understands everyday language but has difficulty with unusual words and abstract terms. Speaks spontaneous Swedish but has a limited vocabulary.

E. Speaks Swedish as well as an average Swedish pupil but has certain difficulties with the written form of the language and is in need of more thoroughgoing instruction in grammar. (For immigrant pupils in special classes, e.g. remedial classes, the "average" grade for remedial class pupils should form the reference group for this purpose).

F. Has the same command of Swedish as an average Swedish pupil. (For immigrant children in classes, e.g. remedial classes, the "average" grade for special-class pupils should form the reference group for this purpose).

NATIONAL BOARD OF EDUCATION

15-09-1982

FOREWORD

The Government Order dated 21-06-1979 (SÖ-FS 1979:133) concerning experimental programs for native-language tuition using modified schedules at the junior and intermediate levels of the basic compulsory school, made possible a three-year period of experimental activity which has now been concluded. By an Order dated 03-06-1982, the Government allowed these experimental programs to continue throughout school year 1982/83.

The Government Order of 21-06-1979 laid down, among other things, that the National Board of Education (NBE) should submit a summary report of the experimental programs together with suggestions for measures to be taken by October 1, 1982 at the latest. NBE now submits this report with suggestions for measures to be taken. The report is based on a comprehensive research program on the experimental programs in 35 municipalities. The report is divided into three chapters. Chapter 1 contains background information - statistics, regulations concerning government grants, research-worker assistance and a list of the interim reports which have been submitted. In Chapter 2, an account is given of the results of the research work. Finally, Chapter 3 contains NBE's own conclusions and suggestions.

LIST OF CONTENTS

		Page
1	BACKGROUND	1
1.1	Measures taken to assist immigrant pupils in the basic compulsory school - history and statistics	1
1.2	NBE-project "Immigrant children in school and on the labour market"	3
1.3	Government grarts, number of pupils taking part, etc.	7
1.3.1	Government grants	7
1.3.2	Number of pupils taking part, teacher-hours per week etc.	8
1.4	A Government commission	9
1.5	Carrying out the commission	11
1.5.1	Research	12
1.5.2	Reports	12
2	ACCOUNT OF THREE YEARS' EXPERIMENTAL WORK USING MODIFIED TIME-SCHEDULES FOR NATIVE-LANGUAGE TUITION ETC	14
2..	Local action programs for the utilisation and coordination of resources, information for immigrant parents, forms of joint consultations etc.	14
2.1.1	Local action programs	14
2.1.2	Information to parents about native-language tuition	15
2.1.3	Forms of joint consultation	15
2.1.4	Coordination of native-language training and native-language tuition	16
2.1.5	Organisational alternatives	16
2.1.6	Present situation and future plans for the organisation of native-language tuition	23
2.2	Local administration, the effect of the government grant system on forms of tuition, apportioning of resources etc.	28
2.2.1	How the need of resources among small language groups is affected by the formation of native-language classes	28
2.2.2	The priority of resources with regard to native-language tuition	29
2.2.3	Allotment of extra resources from County School Boards	29

		page
2.2.4	The advantages and disadvantages of collective resources for native-language tuition and remedial education in Sweden	30
2.2.5	Administration of experimental programs	30
2.2.6	Financial considerations	31
2.3	How is the goal of active bilingualism through different forms of native-language tuition to be furthered. How is the transition from tuition in the native language to tuition in Swedish to be effected	32
2.3.1	Proportions of Swedish and native-language in native-language classes	32
2.3.2	Proportions of Swedish and native language in composite classes	34
2.4	Third-language problem - Tuition in English for bi- and multi-lingual pupils in the basic compulsory school	38
2.5	Teaching materials in native languages	47
2.5.1	On the need of teaching materials	47
2.5.2	Teachers and teaching materials	48
2.5.3	Tuition in the native language (as a subject)	50
2.5.4	Tuition in the native language (as language of tuition)	51
2.5.5	Tuition for certain language groups	54
2.5.6	Choice of native-language teaching materials	56
2.5.7	Swedish as a second language	57
2.6	How are tendencies towards social isolation to be counteracted?	60
2.6.1	Social contact network of immigrant pupils	60
2.6.2	Immigrant pupil's choice of free activities	62
3	SUMMARY AND SUGGESTIONS	65
3.1	General	65
3.2	Bilingualism etc	68
3.2.1	Different designations of Swedish as a subject for different categories of pupils	68
3.2.2	Different opinions about what bilingualism is	69
3.3	Native language	70
3.4	Swedish	71
3.5	English	73
3.6	Cooperation between preparatory school and junior level of basic school	74
3.7	Native-language or composite class?	75

		page
3.7.1	Native language classes	76
3.7.2	Composite classes	77
3.8	Text-books and teaching aids (teaching materials)	78
3.8.1	Teaching materials for native-language tuition	78
3.8.2	Teaching materials in Swedish	79
3.8.3	Other teaching materials	79
3.8.4	Need for help with production	79
3.9	Competence and conditions of employment for teaching personnel in native-language tuition	80
4	APPENDIXES	
I	Decree concerning experimental programs for modified schedules in junior and intermediate schools for native-language instruction (1979-06-21)	
II	Relationship between primary language and secondary language - state of research and hypotheses	
III	A concrete example of how a school in a town with many immigrants tries to counteract social isolation	
IV	CBS's six-grade, A-F scale, used to denote native-language pupils' proficiency in Swedish	